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An introduction of the curriculum guide for educable retarded children with mental ages from 5.0 to 6.6 discusses the philosophy of educating the retarded, goals, the educable program, the readiness program, use of the guide, and a suggested daily schedule. Suggested units treat the following: citizenship and patriotism, family and school, shelter, foods, clothing, transportation, communication, recreation and leisure, and seasons and holidays. For each unit there is an introduction, list of objectives, list of motivating activities, methods to develop physical, personal and social, and vocational competencies, evaluation questions, suggested visual aids, and suggested books and stories. Bibliographies for teachers and parents, a behavior rating scale, and a parent permission slip for field trips are included. (RJ)

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# EDUCABLE MENTALLY RETARDED

LEVEL II

Curriculum Bulletin  
Number 6C2

Fort Worth Public Schools  
Fort Worth, Texas  
1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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# EDUCABLE MENTALLY RETARDED

LEVEL II

Curriculum Bulletin  
Number 602

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1969



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## Foreword

Traditionally, the major purpose of the Fort Worth Public Schools has been to provide a curriculum to meet the needs of all children and youth. One of the needs of human beings is to become self-sustaining members of our society. To help all children become contributing citizens, many programs have been developed for children with special problems. One such special program is for the educable mentally retarded.

This publication represents level two of a seven-level series of curriculum guides in life experience areas designed for the educable mentally retarded. Its major goal, as a publication, is to improve the learning of these children.

The practical aspect of the guide forecasts a realistic preparation for life adjustment. Proper implementation of the guide will more nearly insure for each mentally retarded pupil the development of adequate personal adjustment, appropriate work habits, and worthy social attitudes. Every effort has been made to design a format which presents each prescription for learning in a developmental sequence.

No program can be successful without creative teachers; therefore, teachers are urged to exercise their ingenuity in implementing the suggested activities and to explore freely the possibilities of additional activities. Hopefully, this guide with its suggested activities will foster unity rather than uniformity in the curriculum for the educable mentally retarded.

*Julius Truelson*  
Julius Truelson  
Superintendent of Schools

April, 1969

## Production Record

This Level II guide was written as a part of a total program for the retardate from age 6 through 21 years of age. The curriculum guide for the educable mentally retarded provided by the Texas Education Agency was used in formulating the goals and general plan of this bulletin.

Many teachers made suggestions for activities to be included in the units; however, we are deeply indebted to the following teachers for the actual planning and writing of the guide.

Mrs. Minnie Alice Suo

Mrs. Helen Willemín

To Miss Josephine Kelly, Director of Special Education, we wish to extend special recognition for her leadership, without which this publication would have been impossible.

The bulletin was planned, edited, and published by the Department of Curriculum. We are grateful for the talents and efforts of Dr. Dewey W. Mays, Jr. in the production of this publication.



Mr. Harold Graves  
Director  
Curriculum and Research

April, 1969



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## PART ONE INTRODUCTION

## Introduction

A curriculum for all children and youth is based on a philosophy of providing for the individual differences in pupil growth and development. This is true for the educable mentally retarded child. For this reason, a separate and distinct curriculum has been provided for them. A child may enter this program when he is diagnosed as mentally retarded on reaching school age or at any time thereafter. He follows this sequential curriculum until he completes the seven levels of the program or is terminated because he can no longer profit from the program.

The objectives are the attainment of physical competencies, personal and social competencies, and vocational competencies through a program of personal and functional experiences. The program is so structured that each pupil may progress at his own rate of development without undue tension, pressure from his teacher, or comparison to other children.

Skill areas and areas of developmental growth are interwoven into these three broad goals of the program. They are introduced sequentially as the pupil reaches his particular level of physical, emotional, and intellectual maturity. Repetition is needed, not in isolation, but in relation to the three areas of competency.

This guide, designed for Level II, provides sequential goals with suggested activities for the teacher of children of mental age 5.0 to 6.6 years.

### I. PHILOSOPHY OF EDUCATION FOR MENTALLY RETARDED CHILDREN

Special education for the mentally retarded is based on the philosophy that all children are entitled to an education with opportunity to develop to their highest potentials and capabilities at their own rate without undue pressure from the teachers.

### II. GOALS

The goals of the program are (1) Physical Competency, (2) Personal and Social Competency, and (3) Vocational Competency.

Skills are taught, re-taught, and over-taught, not in isolation, but in relation to the three areas of competency.

Education presents a continuous challenge to the individual according to his maturational level and should be centered around his experiences and immediate needs. It is important that the total educational objectives for the mentally retarded pupil place less emphasis on academic proficiency and more stress on acquiring means for self-dependence and adjustment in society.



### III. THE EDUCABLE MENTALLY RETARDED PROGRAM

#### A. The Special Class

While good teachers in regular classrooms may, in certain instances, provide appropriate learning situations, it is doubtful that the typical elementary or secondary class can be flexible enough to provide adequately for the majority of retarded children. Just as all fields of education have become more specialized, so has the education of exceptional children. The mentally handicapped succeed most efficiently when teachers with special training work in special settings with special materials. The special class with this teacher with special training and special equipment has emerged to provide the developmental program needed by the educable mentally retarded.

A desirable facility for a special class should offer more than a regular classroom. It should provide a space for the various special work areas; provide at least four advantageously located electrical outlets; provide easy accessibility to the nurse's office, running water, and toilet facilities; and be located near regular classrooms of approximately the same age group.

The enrollment in special classes is controlled by a state formula. Fort Worth must provide an average of a fraction over 13 pupils per class. Levels I and II classes carry smaller enrollments and Levels V to VII may carry as many as 17 or 18 students.

#### B. Identification of the Educable Mentally Retarded

The mentally retarded individual is one who deviates from the normal in mental ability and educational potentialities. These deviations are not in kind but degree. He has the same desires and impulses as a normal individual, and there is evidence that these exceptional children can become self-sustaining to a greater or lesser degree.

Children who are mentally retarded are characterized by some or all of the following traits.

1. Seem to show limited potential for academic learning
2. Seem to be unable to reason in the abstract and have difficulty solving problems
3. Seem to have difficulty generalizing and transferring learnings
4. Appear to be emotionally immature and socially inadequate
5. Are not able to work well independently
6. Find it difficult to follow directions

C. Eligibility for Special Class Placement

1. Have a full scale I.Q. score between 50 and 70
2. Have a mental age of 3.5 years or over
3. Have a chronological age of 6 to 21 years as of September 1
4. Have a potential for acceptable adjustment in the class
5. Have predictable potential for occupational competency
6. Have control of body functions
7. Reside in the Fort Worth Independent School District

D. Referral Procedures by the Principal

1. Obtains psychological evaluation
2. Counsels parents toward special class placement
3. Provides Special Education forms for parent to complete or have completed, including Application Form (Form 878), Medical (Form 891), and Parent Permission (Form 886)
4. Completes School Referral Form (Form 879) and directs all completed forms to the records clerk, Office of Psychological Services, or to the Office of Special Education

E. Admittance to the Program

The Screening Committee for Special Education will determine eligibility of the pupil for special class placement. The Director of Special Education will notify the parent, by mail, of the decision of the Screening Committee (with a copy to the referring principal) and, when space in a classroom is available, the copy of the Enrollment Form (Form 890) shall be sent to the parent for presentation to the receiving principal; the duplicate copy shall be forwarded to the receiving special teacher.

When the pupil presents the enrollment form to the receiving principal, this principal shall, within three days, notify the Office of Special Education on Form ED-51 of the assignment of the pupil to a special class. In like manner, when a pupil withdraws, a report on Form ED-52 shall be sent to the Office of Special Education within three days after the withdrawal.

## F. Intellectual Evaluation

### 1. Intelligence Quotient (I.Q.)

Intelligence is the capacity of the individual *as a whole* to act purposefully, to think rationally and to deal effectively with his environment. This capacity is composed of abilities which are quantitatively different although not entirely independent. Intelligence tests attempt to measure these abilities.

The intelligence test results (I.Q.) represent the position of the individual with respect to the other individuals of similar age. The I.Q. varies according to the specific instrument used and the particular abilities it was designed to measure. No test samples all abilities, therefore it does not represent all of the child's mental development.

### 2. Mental Age (M.A.)

Mental age is based on the technique of scoring tests in terms of age units and does not represent that children with similar mental ages but dissimilar chronological ages will function alike. The mental age represents the rate of mental growth and development and is one criterion for predicting academic potential. It is not sufficient to establish a diagnosis of mental retardation alone.

Converting of I.Q. to M.A. may be accomplished by the following formula:

$$\frac{\text{C.A. (in months)} \times \text{I.Q.}}{100} = \text{M.A. (in months)}$$

Caution: These conversions should be used only as a very gross estimate. Particular caution should be used in generalizing from I.Q. scores on tests two to three years old.

## IV. READINESS PROGRAM

The curriculum content for Level II provides for growth in mental and physical health, social experiences, sensorimotor development, ability to use common materials, language development, and development of good work habits and attitudes. Since the child assigned to Level II has a mental ability of approximately 5 to 6 years, the content of this level provides for opportunities for repetition and for reinforcement of learnings introduced in the first guide of this series. Reading readiness, number readiness, and vocational readiness remain at the level of competencies anticipated for these pupils. The varied activities should lead to improved accomplishments in the language arts skills as well as emphasize those things in the community which affect his daily life. Provision has been made for individual differences among students, not only in rates of learning, but also in interests, attitudes, and specific needs.

The following guidelines for Level II are restrictive since over-extension into the academics can be detrimental to the pupil.

A. Oral Language

1. Goals

- a. Communicates effectively
- b. Develops speech as a social tool
- c. Develops expressive language

2. Sequential skills

- a. Communicates needs in complete sentences
- b. Gives name, age, and address
- c. Discusses personal experiences
- d. Composes language charts
- e. Recognizes the letters of the alphabet by name
- f. Counts to 30

B. Written Language

1. Goals

Develops an understanding of the importance of the written word as a tool of communication

2. Sequential skills

- a. Prints or writes name and address
- b. Prints safety signs
- c. Copies short paragraph from the board
- d. Prints the letters of the alphabet

C. Reading

1. Goals

- a. Develops purposeful listening
- b. Develops purposeful talking

2. Sequential skills

- a. Recognizes directional words
- b. Identifies books by the covers



- c. Develops purposeful imitating
- d. Develops auditory discrimination
- e. Develops visual discrimination
- f. Develops visual comprehension
- g. Makes associations
- h. Uses ideas in sequence
- i. Develops curiosity and a desire to read

#### D. Arithmetic

##### 1. Goals

- a. Recognizes quantitative and qualitative form
- b. Understands number relationships
- c. Understands serial order of numbers
- d. Develops concepts in grouping

##### 2. Sequential skills

- a. Comprehends size and amount
- b. Recognizes geometric shapes
- c. Understands use of numbers 1 to 10
- d. Counts to 12 with objects
- e. Comprehends length and distance
- f. Comprehends simple measurements such as cup, pint, and dozen
- g. Recognizes numbers 1 to 20
- h. Recognizes coins
- i. Understands time to the hour and applies to daily living

- c. Recognizes likenesses and differences in form, objects, and pictures
- d. Moves eyes from left to right and turns pages sequentially
- e. Reads parts of simple experience charts and charts of class duties
- f. Recognizes safety signs

## E. Science

### 1. Goals

- a. Develops an understanding of the physical environment
- b. Develops an understanding of interdependence in nature

### 2. Sequential skills

- a. Develops an adequate scientific vocabulary such as weather, seasons, germs, and thermometer
- b. Understands the sequence of the seasons, the months, the weeks, and the days

## F. Music

### 1. Goals

- a. Develops a love for and skill in participation in music through singing, rhythms, and listening
- b. Develops a feeling for and expresses moods through music
- c. Develops a feeling for and expresses rhythm to music
- d. Develops a common social interest in others
- e. Develops auditory acuity
- f. Develops listening skills

### 2. Sequential skills

- a. Sings simple lyrics and performs rhythmic patterns
- b. Keeps time to music
- c. Matches low and high ranges and loud and soft tones
- d. Listens quietly to music
- e. Achieves expression through creative group and individual work

## G. Art

### 1. Goals

- a. Develops enjoyment and appreciation for self-expression through art media
- b. Develops an awareness of and an appreciation for beauty in all its aspects

### 2. Sequential skills

- a. Identifies primary colors
- b. Uses crayons, paint brushes, scissors, and other art media in art expression

- c. Chooses colors appropriately and effectively in art projects and in personal attire

## H. Arts and Crafts

### 1. Goals

- a. Develops creativity in use of various materials
- b. Develops ability to follow directions and complete tasks
- c. Develops skills in proper use and care of common tools
- d. Develops an appreciation for color and form

### 2. Sequential skills

- a. Follows two or more directives
- b. Cuts with scissors
- c. Initiates projects

## I. Physical Education

### 1. Goals

- a. Develops adequate gross and fine motor coordination and dexterity for age
- b. Develops an appreciation for physical fitness
- c. Develops knowledge of and proper attitudes toward good sportsmanship
- d. Develops ability and desire to participate in organized group games and recreational activities

### 2. Sequential skills

- a. Attains and maintains correct posture
- b. Catches, throws, and bats large balls
- c. Successfully walks a low ledge or balance beam
- d. Hops on either foot
- e. Skips, using both feet
- f. Jumps, using both feet
- g. Knows the rules to one group game

## V. USE OF THE GUIDE

The Level II guide contains a series of nine resource units which provide consistent and continuous steps in the growth of the retardate toward occupational competence in this complex society. The units help to give meaning and direction to the teaching and to the acquisition of academic skills and basic knowledge.

Since the term *curriculum guide* connotes permissiveness both in participation in its construction and in its utilization, the use of the material given herein will depend in great part on the teacher's ability to program for the pupils at their ability levels. The guide will be factual and realistic only to the extent that it incorporates ideas and practices of the teacher. Each goal was chosen as a prerequisite for the development of the child toward the independent behaviors typical of adulthood. Each activity suggested was selected to develop one or more of the specific goals for the unit. Each specific goal, in turn, leads to the development of the three major objectives of attainment of physical, personal and social, and vocational competencies.

Time, space, and funds dictate that the guide provide only suggestions for motivational and instructional activities. Each teacher will, through his own initiative and knowledge of the cultural background and potential of his pupils, expand the list of suggestions which develop the specified goals. He will select those activities which best meet his pupil needs and add others which will be more appropriate for his pupils. The guide is developed in functional and practical detail, allowing for flexibility of instructional method.

It is recommended that each teacher of Level II follow as nearly as possible the sequence of units and time allotments as provided in the guide. However, it would not be realistic for a teacher to work from the first activity to the last in the guide. Teacher-initiated activities should be selected as the needs and interests of the group dictate.

Teachers with pupils in more than one level will need to adjust their plans to meet the needs of their pupils. In most instances, however, the units for the lower level will be most appropriate since each unit may be expanded in depth to meet the needs of children with greater mental abilities.

A suggested daily schedule is presented on the following page. This schedule provides an opportunity to cover all competencies every day. It provides general activities in blocks of time, so that each teacher may adjust the schedule to fit his own individual needs.

This provides some permissiveness and less rigidity in scheduling activities for each day. The alert teacher can capitalize on the interest shown in various activities in any particular block of time.

# SUGGESTED DAILY SCHEDULE

## Level II

BLOCK I	OPENING ROUTINES  Informal Greetings Lunch Count Pledge of Allegiance Personal Appearance Check	BLOCK V	PERSONAL AND SOCIAL COMPETENCIES  Lunch and Preparation Grooming Quiet Activity Unstructured Language Development
BLOCK II	PERSONAL AND SOCIAL COMPETENCIES  Structured Language Development Physical Health Social Adjustment Reading Readiness	BLOCK VI	PHYSICAL COMPETENCIES  Coordination Exercises Sensory Skills Enhancement
BLOCK III	PHYSICAL COMPETENCIES  Restroom Rhythmic Activities Physical Fitness	BLOCK VII	VOCATIONAL COMPETENCIES  Art, Music, Crafts Activities Clean Up Evaluation Departure
BLOCK IV	VOCATIONAL COMPETENCIES  Understanding the Environment Number Readiness	BLOCK VIII	COORDINATION  Parent Conferences Teacher Planning



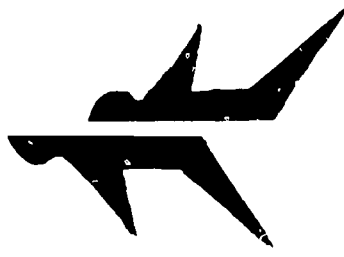


## PART TWO SUGGESTED UNITS



## Suggested Units

	<u>Name of Unit</u>	<u>Suggested Time</u>
Unit I	Citizenship and Patriotism	3 Weeks
Unit II	Family and School	6 Weeks
Unit III	Shelter	4 to 5 Weeks
Unit IV	Foods	4 Weeks
Unit V	Clothing	4 to 5 Weeks
Unit VI	Transportation	3 Weeks
Unit VII	Communication	2 to 3 Weeks
Unit VIII	Recreation and Leisure	4 to 5 Weeks
Unit IX	Seasons and Holidays	4 or as applicable



# CITIZENSHIP AND PATRIOTISM

UNIT I

## UNIT I

### CITIZENSHIP AND PATRIOTISM

(Suggested Time: 3 weeks)

#### I. INTRODUCTION

In this area of the curriculum we are concerned with those knowledges and experiences which will develop in our pupils those social attitudes and skills necessary for them to function adequately in a democratic society. The material included in this Level II unit is oriented toward our final goal which is the development of those attitudinal concepts necessary for good adult citizenship.

This unit provides material which should enable pupils to participate in democratic group living and to experience the satisfactions of desirable social adjustments. Opportunities are presented to help pupils recognize and accept personal interdependence.

#### II. OBJECTIVES

- A. To extend the development of social attitudes and skills necessary for adequate living
- B. To instill the belief that citizenship is an integral part of life and that living and working together compatibly is consistent with the American democratic way of life
- C. To enable pupils to participate in democratic and group living
- D. To promote recognition and acceptance of personal and group responsibilities and interdependence.
- E. To promote understanding of individual differences.
- F. To present activities for developing language and number skills in meaningful ways
- G. To provide opportunities for listening, observing, speaking, writing or copying, and computing for immediate use in connection with pupil activities
- H. To provide activities that place special emphasis on an understanding of and commitment to democratic values

### III. MOTIVATING ACTIVITIES

- A. Play various recordings of the national anthem, patriotic songs, and state songs.
- B. Tape the Pledge of Allegiance given by the entire school.
- C. Display pictures of the presidents.
- D. Present a patriotic program over the intercommunication system.
- E. Make a bulletin board display of the various ethnic groups who have made contributions to America.
- F. Display maps of Fort Worth, Texas, the United States, and the world.
- G. Read stories about the astronauts which reveal their patriotism
- H. Invite a speaker from an ethnic minority group to tell about his life and work.
- I. Use an opaque projector to show pictures of the various ethnic groups in America.
- J. Display a brochure from the Chamber of Commerce showing places of interest in Fort Worth.
- K. Take a field trip to a place of local or national importance.
- L. Discuss the history of the flag and the respect due it.
- M. Have patrol boys demonstrate and discuss the raising and lowering of the flag.
- N. Construct a street plan of the school neighborhood and place appropriate safety signs.  
Move miniature cars and people by signs.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <p>(1) Use relays such as there and back, over the head, between the legs, over and under, a thousand ways to get there, mass relay (multiple points), mass relay (single point), and circle kick relay.</p> <p>(2) Play circle games such as circle relay, dodge ball variations, swat tag and variations, two deep and variations, and squirrels in the trees.</p> <p>(3) Use the body in such line games as crows and cranes, catching fish, red rover, steal the bacon, and last couple out.</p> <p>(4) Play such tag variations as simple tag, double tag, and follow-the-leader tag (hop, skip, and whirl).</p> <p>(5) Exercise to records or play follow the leader.</p> <p>b. Engage in activities using fine muscles.</p> <p>(1) Perform finger plays.</p> <p>(2) Help the children make crafts projects.</p> <p>(a) Sewing an apron</p> <p>(b) Fringing napkins</p> <p>(c) Weaving potholders and baskets</p> <p>(d) Painting pictures</p> <p>(e) Making things from papier-mache</p>	<p>a. Develop visual skills.</p> <p>(1) Compare a picture from a newspaper with an event as viewed live on television.</p> <p>(2) Plan ways to make the room more pleasant for visitors.</p> <p>(3) Write a word using a different colored crayon for each letter. Place the words on the chalkboard tray.</p> <p>(4) Use teacher-made materials stressing the discrimination of the likenesses and differences.</p> <p>(5) Draw a picture of a face. Leave off one feature. Let classmates guess which feature is missing.</p> <p>(6) Pantomime objects which are small, large, long, or other shape.</p> <p>(7) Play the guessing game, "I Spy," while seated and using only the eyes.</p> <p>(8) Arrange stories in sequence. Use comic strip sections, comic books, or commercially made sequence charts.</p> <p>(9) Take observation walks around the neighborhood.</p> <p>b. Develop auditory skills.</p> <p>(1) Listen to poems about America.</p> <p>(2) Practice saying words which sound almost alike. (Example: coat, goat)</p>	<p>a. Develop health habits.</p> <p>(1) Discuss the following topics.</p> <p>(a) The importance of keeping clean by taking a daily bath</p> <p>(b) The reasons for putting on clean clothing after bathing</p> <p>(c) The importance of changing your underwear</p> <p>(d) Why one should be clean at school and on the job</p> <p>(2) Demonstrate how to keep the hands and nails clean. Use a container of water, a brush, soap, and a nail file.</p> <p>(a) Wet the brush in water.</p> <p>(b) Rub the soap in the brush.</p> <p>(c) Scrub your hands and nails.</p> <p>(d) Rinse your hands.</p> <p>(e) Clean dirt from under the nails with a nail file.</p> <p>(3) Demonstrate how to wash the face, neck, and ears.</p> <p>(4) Demonstrate how and when to brush the teeth properly.</p> <p>(5) Discuss proper dental care.</p> <p>(a) Proper diet</p> <p>(b) Use of mouth wash</p> <p>(c) Visiting the dentist</p>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(f) Making masks, decorations, and gifts for various occasions.</p> <p>(g) Making finger and stick puppets</p> <p>(h) Making 3-D art with macaroni, soap suds, pipe cleaners, and soda straws.</p> <p>(i) Making salt maps of neighborhood.</p> <p>(3) Use various media to write names.</p> <p>(4) Share building materials such as Lincoln logs and tinkler toys.</p>	<p>(3) From a group of three words, of which two begin with the same sound, select the one that is different.</p> <p>(4) Sing songs which imitate sounds such as "Old McDonald Had a Farm."</p> <p>(5) Use concepts of time to complete unfinished sentences. Example: If I do not finish my picture today, I can finish it _____.</p> <p>(6) Practice using meaningful prepositions. Example: The boy went through or around a tree; a tunnel; the world; a museum.</p> <p>(7) As telephone numbers are given by the teacher, answer as own number is called and then repeat it.</p> <p>(8) Use rhyming riddles. Example: Name a color that rhymes with sack.</p> <p>(9) Play the "opposite adjectives" game. For example, "I saw a big dog." "The balloon went up." "I have a small kitten."</p> <p>(10) Identify a siren, a whistle, and other safety sounds from tapes.</p> <p>(11) Identify the taped sounds of various motorized vehicles such as a car, bus, airplane, truck, or motorcycle.</p>	<p>(6) Use check charts to keep track of good health habits.</p> <p>(7) Demonstrate how to shampoo the hair.</p> <p>b. Develop safety habits.</p> <p>(1) Discuss ways accidents at school could be prevented.</p> <p>(2) Dramatize ways to cross street safely with lights and safety signs as well as without any signs or signals.</p> <p>(3) Listen to a fire aid story.</p> <p>(4) Use puppets to depict how to act when an emergency arises.</p> <p>(5) Make a scrapbook of pictures of accidents and how they happen.</p> <p>(6) Discuss how carelessness and selfishness contribute to accidents.</p> <p>(7) Participate in a bicycle inspection.</p> <p>(8) Listen to radio talks on safety.</p> <p>(9) Make a safety dictionary.</p> <p>(10) Observe traffic and safety signs and learn to recognize them.</p> <p>(11) Make traffic signs using tagboard and felt-tipped pens.</p> <p>(12) Arrange talks by such people as a fireman, a nurse, a doctor, an electrician, a safety officer, a person trained in first aid work.</p>



## B. Personal and Social Competencies

1. Pupil Activities to Develop Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Note and list symptoms of tension among friends and discuss the best way to remove the cause.</p> <p>b. Discuss the importance of pausing or "counting to ten" before quarreling or fighting.</p> <p>c. Discuss the necessity of respecting oneself before respecting others.</p> <p>d. Dramatize showing responsibility toward others.</p> <p>e. Listen to stories about men who overcame shyness or differentness, such as George Washington Carver or Franklin Roosevelt.</p> <p>f. Role play how to help a person adjust to a new neighborhood or class.</p> <p>g. List attitudes that cause improper behavior.</p> <p>h. Count the number of times someone uses the word "I." Discuss why it is used so often.</p> <p>i. Make a chart listing things you can do to help less fortunate people.</p> <p>j. Discuss why obeying rules of school and country help you to have self respect.</p> <p>k. Discuss why good physical health is related to our attitudes toward others.</p> <p>l. Discuss why you cry, slam doors, stomp feet, yell, push, hit, bite, or have a temper tantrum.</p> <p>m. Discuss why you like to be first, or "it," when playing a game. Practice being last.</p>	<p>a. Make a chart and rotate duties of room host or hostess. Invite other classes to visit the room.</p> <p>b. Demonstrate the best way to make introductions.</p> <p>(1) Boy to girl</p> <p>(2) Child to adult</p> <p>(3) Man to woman</p> <p>(4) Parent to teacher</p> <p>c. Make a list of ways to assist a visitor in the class.</p> <p>d. After a field trip, write or dictate a thank you note to those who assisted in the field trip.</p> <p>e. Discuss how the need for belonging and companionship leads to cooperation.</p> <p>f. Discuss and practice complimenting and praising people for something that is well done.</p> <p>g. View films or filmstrips relating to playing fair and being a good citizen.</p> <p>h. Role play or demonstrate how important it is to say "I am sorry" and "I forgive you."</p> <p>i. Listen to a story about the need for friends.</p> <p>j. Dictate experience stories about a favorite pet. Discuss why a dog is called "man's best friend."</p>	<p>a. Play action games to emphasize adverbs</p> <p>(1) Walk across the room <i>quietly</i>.</p> <p>(2) Get up <i>noisily</i>.</p> <p>(3) Pick up a book <i>quickly</i>.</p> <p>b. Play hide the eraser. Take turns hiding it. Guess where it is in complete sentences. The person who hides it must answer in complete sentences.</p> <p>c. Say the beginning of a series of words and let another child complete it. For example: Monday, Tuesday, . . .</p> <p>d. Answer the roll call with your last name, address, age, and telephone number. (Note: Add city and state later.)</p> <p>e. Play the game, "Here and There." Cut out two circles. Stand on one, place another across the room. Let classmates place objects on your circle which is "here." Objects placed on the other circle are "there." Reply as objects are placed. "Here is a ____." "There is a ____."</p> <p>f. Discuss the meaning of the word, "responsibility."</p> <p>g. Discuss what it means for people to cooperate.</p> <p>h. Make up a short poem with rhyming words. Circle the words which rhyme.</p> <p>i. Play a rhyming game. Call out a word. The one who answers with a rhyming word gets to be "it."</p> <p>j. Learn "God Bless America." Discuss the phrases and meanings. Listen to a vocal recording and sing along with the vocalist.</p>

1. Pupil Activities to Develop Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
		<p>k. Discuss how Francis Scott Key came to write the "Star Spangled Banner." Learn to sing it and invite the music teacher to discuss the meaning of the words.</p> <p>l. Put on a play about our country.</p> <p>m. Practice standing tall when giving the pledge of allegiance. Say the words distinctly. Record the words to see if they can be understood.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Improve Environmental Awareness	3. Pupil Activities to Develop Vocational Attitudes
<p>a. Count the stars and stripes in the United States flag.</p> <p>b. Trace a flag and color it. A transparency of the flag might be used or a magazine picture may be projected with the opaque projector for tracing.</p> <p>c. Discuss how many and why stars have been added the last few years.</p> <p>d. Keep a daily calendar. Count the number of days in each week-end and how many in the month or nine weeks.</p> <p>e. Match groups with number. Use concrete objects or mimeographed material.</p> <p>f. Match number word to number word.</p> <p>g. Match number word to number.</p> <p>h. Play "Show Me" with number word.</p> <p>i. Read number charts. "One, two, buckle my shoe, etc."</p> <p>j. Measure and weigh classmates. Record height, weight, color of eyes and hair, birthdate, and age.</p> <p>k. Use number words on sentence strip to assist in games or board work.</p> <p>l. Practice comparing things early and late (use clock), fast and slow (use music), and hot and cold (use thermometer).</p> <p>m. Engage in activities using one-to-one correspondence.</p> <p>(1) Pass out materials.</p> <p>(2) Number the chairs at the table.</p>	<p>a. Discuss group living and the sharing of common goals.</p> <p>(1) Survival (protection and food)</p> <p>(2) Companionship</p> <p>(3) Provision for better standards in living conditions</p> <p>b. Make a booklet showing the types of groups and discuss the relationships.</p> <p>(1) Social groups</p> <p>(a) Family</p> <p>(b) Neighborhood--church and school</p> <p>(2) Political groups (early leaders)</p> <p>(a) Patrick Henry</p> <p>(b) Paul Revere</p> <p>(c) George Washington</p> <p>(3) Racial groups</p> <p>(a) Listen to stories about various ethnic groups.</p> <p>(b) Discuss the homeland, appearance, contributions, famous people, and life today of all races.</p> <p>(4) National and geographical groups</p> <p>c. Listen to stories dealing with interesting historical figures and events.</p> <p>d. Mark the birthdays of important people on the calendar along with the birthdays of members of the class.</p>	<p>a. Discuss attitudes toward work of famous Americans.</p> <p>(1) George Washington</p> <p>(2) Abraham Lincoln</p> <p>(3) Theodore Roosevelt</p> <p>(4) Franklin Roosevelt</p> <p>(5) John F. Kennedy</p> <p>(6) Lyndon B. Johnson</p> <p>b. Collect pictures of our astronauts and name the desirable attitudes and habits that helped to make them famous.</p> <p>c. View a sporting action on television and report the attitudes of the players both good and bad.</p> <p>d. Invite an employer to tell about what he sells or produces. Discuss the qualities and attitudes necessary to get and keep a job.</p> <p>e. Discuss "shifts" as related to employment. Name some workers who work on shifts. What is a night shift? A day shift?</p> <p>f. Pantomime a worker. Let someone guess the worker mimicked.</p> <p>g. Discuss the importance of working harmoniously with others.</p> <p>h. Discuss what a good citizen contributes to his country.</p> <p>i. Make a notebook about you and your family working and playing together. Paste pictures or draw pictures in the notebook of the type of work you want to do when grown.</p>

1. Pupil Activities to Develop Number Concepts (cont.)	2. Pupil Activities to Improve Environmental Awareness (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
<p>n. Practice changing money.</p> <p>(1) Play store.</p> <p>(2) Give change to cashier in lunch room.</p> <p>(3) Buy refreshments at party time. Ask for assistance in counting.</p> <p>o. Develop the concept of position in daily situations.</p> <p>(1) Before - after</p> <p>(2) Left - right</p> <p>(3) Beginning - end</p> <p>(4) High - low</p> <p>(5) First - last</p> <p>p. Use concrete objects or mimeographed material to express quantity.</p> <p>(1) Pair</p> <p>(2) Enough</p> <p>(3) Each</p> <p>q. Cut fruit into halves.</p> <p>r. Color one-half of circle, triangle, square, or rectangle.</p> <p>s. Fill a measuring cup to the "1/2" mark.</p> <p>t. Fill a glass one-half full.</p>	<p>e. Make a scrapbook of pictures dealing with activities of social groups.</p> <p>f. Discuss important national holidays and the great Americans and events associated with them.</p> <p>g. Prepare a school program dealing with a state or national holiday.</p> <p>h. Take a field trip to the Museum of Science and History or to Heritage Hall.</p> <p>i. Make an experience chart about the field trip and copy the story in notebooks. Write thank you notes to museum guides.</p> <p>j. Collect data on Fort Worth. For instance, list the manufacturing companies and what they manufacture or list the parks in the city.</p>	<p>j. During crafts time practice being a good citizen by cleaning up properly, starting and stopping on time, and keeping a good sense of humor. Evaluate these skills personally.</p> <p>k. Hold an election. Nominate someone to be host or hostess. Vote by raising the hand or by marking a prepared ballot.</p> <p>l. Make choices for committee work. Make first and second choices.</p> <p>m. Discuss the meaning of "compromise." Talk about the need for majority rule.</p>

## V. EVALUATION

- A. Did the child further develop his social attitudes and skills?
- B. Did the child develop a better understanding of citizenship and the American democratic way of life?
- C. Did the child participate effectively in democratic and group living?
- D. Did the child accept personal and group responsibilities?
- E. Did the child gain a better understanding of individual differences?
- F. Did the child improve in language and number skills?
- G. Did the child use language and number skills effectively in his activities?
- H. Did the child exhibit a commitment to democratic values?
- I. Did this unit increase pupil competencies?

## VI. SUGGESTED VISUAL AIDS

- A. Filmstrips (Eye Gate Filmstrips)
  - 192 Little Things That Count
  - 192B Lucy Learns to Share
  - 192C Jerry Has a Surprise (Honest Is the Best Policy)
  - 192D Try, Try Again (Perseverance)
  - 192F Jim Learns Responsibility
  - 192G Tony's Summer Vacation (Respect for Property of Others)
- B. Films (Available from Education Service Center, Region XI)
  - LK 571 The American Flag--The Story of Old Glory
  - Q 804 Beginning Responsibility--Doing Things for Ourselves in School
  - SK 255 Everyday Courtesy
  - L 635 Exercise Can Be Fun
  - K 262 Holiday From Rules
  - K 94 The Honest Woodsman



Q 810 Kindness to Others  
 S 437 Let's Play Fair  
 S 637 Ways to Settle Disputes  
 S 356 We Go To School  
 S 608 We Play and Share Together  
 GK 717 The White Teddy Bear

C. Audio Tapes (Available from Education Service Center, Region XI)

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Abisch, Roy. *Open Your Eyes*, Parent's Magazine Press, New York, 1964.

Barr, Jane. *This Is My Country*, Whitman, 1959.

Clifford, Eth. *Red Is Never a Mouse*, Bobbs, 1960.

Gay, Zhenya. *What's Your Name*, Hale, 1955.

Hanna, Paul. *At School*, Scott, 1956.

Hudson, Margaret. *When*, Frank E. Richards, 1965.

Hudson, Margaret. *Where*, Frank E. Richards, 1965.

Hunnicut, C. W. *I Live With Others*, Singer, 1957.

Kaufman, Joe. *The Golden Happy Book of Words*, Golden Press, 1963.

Leaf, Munro. *Manners Can Be Fun*, Lippincott, 1958.

Leary, Bernice. *Making Friends*, Lippincott, 1956.

Munson, Frances and Muriel Stanek. *You and Your Friends*, Benefic Press, 1966.

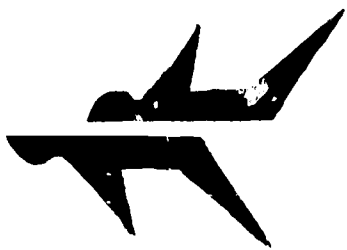
Petersham, Mand and Miska. *An American ABC*, Macmillan, n.d.

Piper, Watty. *The Little Engine That Could*, Platt, 1954.



Purcell, John. *The True Book of Holidays*, Children's Press, 1955.

Reck, Alma and Helen Fichter. *Some Holidays and Special Days*, Children's Press, 1967.



# FAMILY AND SCHOOL

UNIT II

## UNIT II

### FAMILY AND SCHOOL

(Suggested Time: 6 Weeks)

#### I. INTRODUCTION

This unit may be used to strengthen the bond between home and school. The suggested experiences and activities are planned to accommodate the child's stage of development and his background of experience. The material is centered around the child at home and school.

Included in this unit are suggested activities to assist the child in developing proper attitudes toward responsibilities at home and school.

This unit is an extension of Unit II, "Home and Family," of *Educable Mentally Retarded, Level I*.

#### II. OBJECTIVES

- A. To help the child understand why everyone should work
- B. To strengthen the concept that there is dignity in the various types of work which parents do
- C. To expand the understanding of the interdependence of family members
- D. To foster an appreciation for self and to assist in self-identification
- E. To develop the understanding of the need for interaction between home and school
- F. To develop basic moral and ethical standards
- G. To promote the acceptance and appreciation of family, school, and community authority figures
- H. To stimulate the desire and the ability to conform at home and school
- I. To develop skills in the area of social living

### III. MOTIVATING ACTIVITIES

- A. Display and discuss photographs of the teacher's family. Display and discuss photographs that are brought by the children.
- B. Read a story about a famous family.
- C. Display books and magazines depicting families.
- D. Make and display colorful posters about families.
- E. Display a pupil-made mobile containing people who make a family.
- F. Read stories about families who live in many countries.
- G. Use teacher-made transparencies of families.
- H. Have the children interview school staff members for information concerning their jobs.
- I. Display a package of play money on the table.
- J. Play guessing games about various aspects of home and school.
- K. Display a photograph or sketch of the school.
- L. Make puppets from brown bags. Draw self-portraits on them.
- M. Make a map of the school community and locate the home of each child.
- N. View filmstrips about responsibility (Eye Gate 192F, "Jim Learns Responsibility").
- O. Make a bulletin board display of things we see, hear, smell, feel and taste, at home and at school.
- P. Make silhouettes of class members and self.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <ol style="list-style-type: none"> <li>(1) Touch toes without bending knees</li> <li>(2) Bend elbows, hands to front, wrists relaxed; shake hands until fingers tingle; drop hands to side.</li> <li>(3) Do the body roll to the left and to the right.</li> <li>(4) Play "Follow the Leader" including jumping, jumping and hopping, hopping, duck walking, rabbit hopping, crab walking, and galloping.</li> <li>(5) Walk the balance beam.</li> <li>(6) Square dance to a basic rhythm.</li> <li>(7) March to "Stars and Stripes Forever."</li> <li>(8) Play quiet games such as shuffleboard and ring toss.</li> </ol> <p>b. Engage in activities using fine muscles.</p> <ol style="list-style-type: none"> <li>(1) Lace baskets and belts.</li> <li>(2) Fringe table cloth and napkins.</li> <li>(3) Weave place mats.</li> <li>(4) String beads for a necklace.</li> <li>(5) Play with puzzles.</li> <li>(6) Make pegboard designs.</li> <li>(7) Build houses and schools with tinker toys.</li> <li>(8) Build furniture with Lincoln logs.</li> </ol>	<p>a. Develop the taste, smell, and tactile senses.</p> <ol style="list-style-type: none"> <li>(1) Taste butter with and without salt.</li> <li>(2) Taste and feel fresh hot popcorn.</li> <li>(3) Shell and taste peanuts.</li> <li>(4) Peel and eat bananas.</li> </ol> <p>b. Develop visual-motor skills.</p> <ol style="list-style-type: none"> <li>(1) Use teacher-prepared visual-motor skills sheets or commercial skill sheets.</li> <li>(2) Trace designs of house, garage, windows, furniture, and doors.</li> <li>(3) Complete teacher-made visual readiness skills sheets.</li> <li>(4) Reproduce triangles, rectangles, squares, circles, and diamonds.</li> <li>(5) Make pets, toys, and houses on the chalkboard using geometric designs.</li> <li>(6) Trace transparency designs on the chalkboard.</li> <li>(7) Match objects to magazine pictures.</li> </ol> <p>c. Develop auditory skills.</p> <ol style="list-style-type: none"> <li>(1) Listen to a tape of sounds around the school and identify them.</li> <li>(2) Identify pets by the sounds they make.</li> <li>(3) Listen to "Sounds Around the House" on a listening station.</li> </ol>	<p>a. Develop health habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss and list simple rules for preventing the spread of disease at home and in the classroom.</li> <li>(2) Listen to the school nurse talk about the prevention of colds.</li> <li>(3) Use puppets to dramatize good health habits.</li> <li>(4) Use flannel board cutouts to indicate the various foods that can be eaten for breakfast.</li> <li>(5) Role play sneezing in a facial tissue.</li> <li>(6) Discuss good health rules for a pet.</li> <li>(7) Discuss why vaccinations are needed before entering school.</li> <li>(8) View the film, Q406 "Your Sleep and Rest."</li> </ol> <p>b. Develop safety habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss hazards in the home that cause accidents.</li> <li>(2) Listen to a prepared tape on safety.</li> <li>(3) Practice basic first aid for a cut and a burn.</li> <li>(4) Role play, in the housekeeping center, the mother or father taking care of an injured child.</li> <li>(5) Talk about the safety of pets.</li> </ol>



1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits
<p>(9) Draw people with colored chalk.</p> <p>(10) Make a mobile with cloth people.</p>	<p>(4) Identify sounds that can be heard in school when everyone is busy such as typewriting, pans banging in the cafeteria, sharpening of pencil, voices, and walking.</p> <p>d. Develop vocal skills.</p> <p>(1) Repeat words and sounds that are heard on records.</p> <p>(2) Sing songs enjoyed by families.</p> <p>(3) Describe the odors you like best and least in the home.</p>	<p>(6) Invite the school nurse to discuss safety.</p> <p>(7) View the film, KL93 "I'm No Fool With Fire."</p>

# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Tell who you are.</p> <p>b. Role play yourself in your own family.</p> <p>c. Discuss the importance of controlling one's emotions.</p> <p>d. Use puppets to play a question game of "What Would You Do If?" Use happy and unhappy situations.</p> <p>e. Discuss how you feel about your pet, and how he feels about you.</p> <p>f. Listen to a story about pets and their care. Add a funny ending.</p> <p>g. Demonstrate how to react to a substitute teacher.</p> <p>h. Role play a doctor and nurse and how they feel about children.</p> <p>i. Look in a mirror and describe yourself.</p> <p>j. Draw your family on a picnic.</p> <p>k. Make a tape recording about the members of your family.</p> <p>l. Discuss what <i>happy</i> and <i>sad</i> mean and which best describes you most of the time.</p> <p>m. View the film about joy in helping others, Eye Gate 192A "The Busy Bees."</p> <p>n. Discuss how it feels to be afraid.</p> <p>o. Discuss what makes you afraid.</p> <p>p. Pantomime the sounds that you like to hear most.</p> <p>(1) Ice cream wagon</p>	<p>a. Put on a play for other classes.</p> <p>b. Invite another class in to celebrate the birthdays each month.</p> <p>c. Prepare and serve refreshments to guests.</p> <p>d. Report on errands you perform for members of the family.</p> <p>e. Discuss the need for consideration of others.</p> <p>f. Listen to a story about honesty.</p> <p>g. Discuss why girls should go first and why please should be used.</p> <p>h. Pantomime and compare good and bad manners.</p> <p>i. Use puppets to illustrate importance of cooperating with other people and groups.</p> <p>j. Discuss how to react to adults who ask that some task be done.</p> <p>k. Practice holding a chair for a girl or teacher.</p> <p>l. In dress-up clothes role play a teacher, a principal, a secretary, a custodian, a cook, and a maid.</p> <p>m. Discuss the following topics.</p> <p>(1) The meaning of <i>helping</i></p> <p>(2) How to help others</p> <p>(3) Why doing something nice for someone gives a happier feeling</p> <p>n. View the film on courtesy, Q809 "Courtesy for Beginners."</p>	<p>a. Discuss the names and ages of family members and other relatives.</p> <p>b. Take a field trip through the building and list in sequence the people met.</p> <p>c. Contribute information for a chart story about the various rooms you visited.</p> <p>d. Play "What type of work is this?" or "Who am I?"</p> <p>e. Bring pictures of pets to school to make a notebook. Tell what pet you would like to have and why.</p> <p>f. Listen to a record of animal sounds and identify the sounds.</p> <p>g. List household chores that children can perform.</p> <p>h. Make a collection of small plastic, glass, or ceramic animals and tell what they are. Place a description card under each one.</p> <p>i. Talk about the work of mothers and fathers. Discuss why they work.</p> <p>j. Tell where you live. Make a map and locate your home.</p> <p>k. Invite school staff members to tell about their jobs and why they work. Write "thank-you" notes and mail them.</p> <p>l. Mount pictures of families on the bulletin board and identify each child's family.</p> <p>m. Assist in making a transparency about families and pets.</p> <p>n. Discuss the following topics.</p> <p>(1) How children are alike</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
<p>(2) Pets, zoo, or circus animals</p> <p>(3) Father coming home from work</p> <p>(4) Bacon frying</p> <p>q. Tell how you felt the first day of school.</p> <p>r. Make a cartoon book to give a friend.</p> <p>s. Copy jokes from the paper. Tell why they are funny.</p>		<p>(2) How children are different</p> <p>(3) Fun things to do alone</p> <p>(4) Fun things to do with friends</p> <p>o. Copy names from the chalkboard.</p> <p>p. Write first and last names of members of the family.</p> <p>q. Practice writing on the chalkboard.</p> <p>r. Spell names with the magnetic alphabet.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Develop Environmental Awareness	3. Pupil Activities to Develop Vocational Attitudes and Habits
<p>a. Observe magazine pictures and tell the season of year and what time of day or night the picture was taken.</p> <p>b. Lift housekeeping furniture to compare the weight with spoons or the chalkboard eraser. Decide which is heavy and which is light.</p> <p>c. Play the game, "Is it heavy or light?" Name various objects in the home or classroom. Compare the weights with sizes.</p> <p>d. Using play money or real money, decide which is more or less.</p> <p>e. Compare length of hair and weight of classmates.</p> <p>f. Use magnetic board geometric figures in a game. The one who calls the correct geometric name gets to be "it."</p> <p>g. Cut geometric shapes to make designs for holidays.</p> <p>h. Line up. Tell who is first, second, last, in the middle, in front, at the end, and next.</p> <p>i. Talk about dog food and how much each dog needs in a day or several days.</p> <p>j. Count various objects in the classroom. Count things in a bedroom or living room at home.</p> <p>k. Sort knives, forks, spoons, cups, saucers, bottle caps, and buttons.</p> <p>l. Sort cloth, buttons, paper, thread, and yarn according to color.</p>	<p>a. Tell what type of stores are in your neighborhood and what they sell.</p> <p>b. Discuss what your neighbors do for a living.</p> <p>c. Pantomime what type of work your favorite relative performs.</p> <p>d. Discuss the times people go to work and why many people work at night.</p> <p>e. Discuss why people wear various uniforms and clothes.</p> <p>f. Find pictures of father's work and cut out clothes that he might wear to work.</p> <p>g. Discuss which delivery trucks stop at school.</p> <p>h. Make pipe cleaner objects with which your father works.</p> <p>i. Tell from memory what type of car each teacher drives, then make a replica from clay.</p> <p>j. Draw a sequence story on art paper about mother and what she does to help the family on each day of the week.</p> <p>k. Walk around the school and observe the types of homes in the neighborhood.</p> <p>l. Invite parents to talk about their occupations.</p>	<p>a. Discuss how income differs according to occupation and how well each job is performed.</p> <p>b. Discuss why we work.</p> <p>(1) Needs of the family</p> <p>(a) Food</p> <p>(b) Clothing</p> <p>(c) Shelter</p> <p>(d) Goods</p> <p>(e) Utilities</p> <p>(f) Services (medical, etc.)</p> <p>(2) Wants of the family</p> <p>(a) Personal desires</p> <p>(b) Family desires</p> <p>(3) Need for saving</p> <p>c. Discuss the interdependence of workers.</p> <p>(1) Need for politeness</p> <p>(2) Need for cooperativeness</p> <p>(3) Need for promptness</p> <p>(4) Need for happy attitude</p> <p>(5) Need for neatness</p> <p>d. Complete a project and ask for an honest appraisal from the class of the performance.</p>

1. Pupil Activities to Develop Number Concepts (cont.)	2. Pupil Activities to Develop Environmental Awareness (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
<p>m. Decide who lives the closest to and the farthest from school.</p> <p>n. On a car count the number of windows, doors, wheels, mirrors, seats, handles, ash trays, and lights.</p> <p>o. Prepare a measuring corner for height and weight to be recorded. Take measurements at the beginning and at the end of the year. Compare gains.</p> <p>p. Draw plans for a house. Count the number of rooms, windows, and doors.</p> <p>q. Use teacher-made transparencies to work problems on the chalkboard. Then work some problems on paper.</p> <p>r. Devise problems for the mathematics group. Write on the chalkboard. Choose someone to answer.</p> <p>s. Play card games.</p>		<p>e. Practice giving advice that you would like to receive.</p> <p>f. Make projects using such simple tools as stylus, scissors, clay, hammer, coping saw, needle and thread, and paint brushes.</p> <p>g. Practice self evaluation.</p> <p>h. Invite an employer to discuss what he values most in an employee.</p> <p>i. Cut a strip of comics from the paper. Cut it into frames and arrange sequentially.</p> <p>j. Discuss what your favorite comic strip or television character does for a living and discuss what knowledge and skills he must possess.</p> <p>k. View the film on home and family, Q241 "What Do Fathers Do?"</p>



## V. EVALUATION

- A. Did the pupil grow in his understanding of why everyone should work?
- B. Did the pupil learn that there is dignity in various types of work?
- C. Did the pupil increase in understanding of the interdependence among family members?
- D. Did the unit foster efficient self-identification in the child?
- E. Did the pupil's basic moral and ethical standards improve?
- F. Did the pupil improve in his acceptance and appreciation of adult authority figures?
- G. Did the unit increase the child's desire to conform at home and school?
- H. Did the unit provide sufficient experiences in social living?
- I. Did the unit enhance the child's physical, mental, and social growth?
- J. Did the child understand the vocational attitudes and habits which were stressed?

## VI. SUGGESTED VISUAL AIDS

### A. Filmstrips (Eye Gate Filmstrips)

AL92 The Busy Bees

FL92 Jim Learns Responsibility

### B. Films (Available from Education Service Center, Region XI)

SK	611	Appreciating Our Parents
Q	803	Beginning Responsibility
Q	809	Courtesy for Beginners
LK	778	Everyone Helps in a Community
Q	882	Helpers at Our School
K	325	Homes Around the World
K	193	I'm No Fool With Fire

Q 471 Money and Its Uses  
 Q 472 Neighborhoods are Different  
 LK 888 Rainshower  
 S 116 Safe Use of Tools  
 SK 10 Shelter  
 Q 241 What Do Fathers Do?  
 Q 885 What Is a Neighborhood?  
 GK 1434 A World Full of Homes

# VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Anderson, Edna. *Families and Their Needs*, Silver, 1957.

Anglund, Joan Walsh. *Love Is a Special Way of Feeling*, Harcourt, 1960.

Blough, Glenn. *Who Lives in This House*, McGraw, 1957.

Buell, Ellen. *The New Baby*, Golden Press, n.d.

Burton, Virginia Lee. *The Little House*, Houghton, 1942.

Darby, Gene. *What Is a Fish*, Benefic Press, 1958.

Elkin, Benjamin. *The True Book of Schools*, Children's Press, n.d.

Friskey, Margaret. *The True Book of Birds*, Children's Press, 1954.

Haynes, Olive. *The True Book of Health*, Children's Press, 1954.

Hoffman, Elaine and Jane Hefflefinger. *About Family Helpers*, Children's Press, 1967.

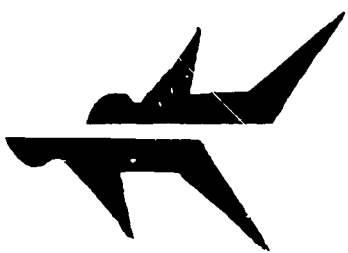
Hoffman, Elaine and Jane Hefflefinger. *Friendly Helpers Around Town*, Children's Press, 1967.

Hoffman, Elaine and Jane Hefflefinger. *Friendly Helpers for Health and Safety*, Children's Press, 1967.

Hoffman, Elaine and Jane Hefflefinger. *School Helpers*, Children's Press, 1955.

Horwich, Frances R. and Reinwald Werrenrath, Jr. *Peek In*, Rand, 1954.

- Jackson, Kathryn. *Homes Around the World*, Silver, 1957.
- Kelling, Furn. *This Is My Family*, Boardman, 1963.
- Kripke, Dorothy. *Let's Talk About Right and Wrong*, Behrman, n.d.
- Lenski, Lois. *Let's Play House*, Walck, 1944.
- Munson, Frances and Muriel Stanek. *You and Your Family*, Benefic Press, 1966.
- Podendorf, Illa. *The True Book of Insects*, Children's Press, 1954.
- Podendorf, Illa. *The True Book of Seasons*, Children's Press, 1955.
- Podendorf, Illa. *The True Book of Trees*, Children's Press, 1954.
- Reed, Mary. *Bambi*, Simon, 1948.
- Thayer, Jane. *The Second-Story Giraffe*, William Morrow and Company, 1959.
- Webbe, Elizabeth. *Johnny and the Birds*, Rand McNally, 1950.



# SHELTER

UNIT III

### UNIT III

#### SHELTER

(Suggested Time: 4-5 Weeks)

#### I. INTRODUCTION

The unit on Shelter is a continuation of Unit IV, "Shelter," of *Educable Mentally Retarded, Level I*. In order for a child to find his role in society, it is necessary for him to establish his role in the home. The section on Social Competencies attempts to help the child establish and assume his responsibilities in the home.

The section of Vocational Competencies should develop an appreciation of the home and the relation of the home to the school and community.

#### II. OBJECTIVES

A. To help the child develop an appreciation for his home

1. Need for a home
  2. The child's place in the home
  3. An awareness of the surrounding neighborhood
- B. To help the child determine the types of homes in the neighborhood

1. One-family homes
2. Duplexes
3. Apartments
4. Mobile homes



C. To develop in the child a knowledge of people who are responsible for providing homes

1. Landlords
2. Real estate companies
3. Contractors

D. To help the child develop a knowledge of the steps in building a home

1. Planning
2. Foundation
3. Building the outside
4. Finishing the inside

E. To develop a knowledge of materials used in building a house

1. Wood
2. Brick and stone
3. Sand and cement
4. Fixtures
5. Glass
6. Wall board
7. Paint

F. To help the child acquire a knowledge of community helpers who build and maintain the home

G. To help the child find his role in maintaining and repairing the home

H. To encourage the child to practice good health and safety habits in the home

I. To help the child develop good social relations in the home

### III. MOTIVATIONAL ACTIVITIES

- A. Provide a bulletin board displaying a map of the neighborhood, labeling each street, home, and familiar building.
- B. Display pictures of different types of homes.
- C. Take a walking tour around the neighborhood to observe different types of houses, churches, and commercial buildings.
- D. Take a field trip to a house under construction.
- E. Read stories about homes.
- F. Provide boxes to construct a doll house.
- G. Show the film on building homes, S854 "Lumber for Houses."
- H. Show films and filmstrips on safety around the home.
- I. Display materials that go into a home such as bricks, lumber, nails, and paint.
- J. Provide magazines and catalogs with pictures of homes and furnishings.
- K. Provide reference books about homes.
- L. Invite a fireman, policeman, or school nurse to discuss health and safety in the home.
- M. Provide games such as Lotto.
- N. Make experience charts.
- O. Dramatize such activities as building or painting a house.

- P. Provide a playhouse center for children to pantomime activities in their home.
- Q. Display a sample first-aid kit for the home.
- R. Provide rhythm records to learn right and left.
- S. Display a city map.
- T. Take a field trip to see a one-family home, an apartment, a duplex, and a mobile home.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <ol style="list-style-type: none"> <li>(1) Take exercise to rhythm records.</li> <li>(2) Construct something for the home such as match holder or bird house.</li> <li>(3) Play "Kangaroo Relay."</li> <li>(4) Play "Follow the Leader."</li> <li>(5) Play "Go In and Out the Windows."</li> <li>(6) Do the "Coffee Grinder." See Curriculum Bulletin No. 201.1, page 53.</li> <li>(7) Do the crab walk.</li> <li>(8) Run relays.</li> <li>(9) Play kick ball or soft ball.</li> <li>(10) Jump rope.</li> <li>(11) Play the "witch" game.</li> </ol> <p>b. Engage in activities using fine muscles.</p> <ol style="list-style-type: none"> <li>(1) Cut out pictures of homes, furniture, and building materials and paste them in a booklet.</li> <li>(2) Draw pictures of homes and pin them on a map of neighborhood.</li> <li>(3) Construct small houses from milk cartons or paper.</li> <li>(4) Play Lotto by placing the correct pictures of furniture in the correct room.</li> <li>(5) Assemble puzzles.</li> </ol>	<p>a. Develop the taste, smell, and tactile senses.</p> <ol style="list-style-type: none"> <li>(1) Taste foods that are not familiar.</li> <li>(2) Identify food in a paper bag by smell or feel.</li> <li>(3) Identify smells of paint, turpentine, or wax, while blindfolded.</li> <li>(4) Feel apples, oranges, and bananas.</li> <li>(5) Feel and describe sandpaper, wood, plastic tile, and brick.</li> </ol> <p>b. Develop visual skills.</p> <ol style="list-style-type: none"> <li>(1) Find pictures of houses made of brick, rock, or wood.</li> <li>(2) Using teacher-prepared sheets, indicate which houses or pieces of furniture are different or the same.</li> <li>(3) Match pictures of houses or furniture.</li> </ol> <p>c. Develop auditory skills.</p> <ol style="list-style-type: none"> <li>(1) Listen to familiar sounds around the house and identify them.</li> <li>(2) Listen to records and identify sounds. (Use Concept Records.)</li> <li>(3) Play "Simon Says."</li> <li>(4) Listen and follow a series of commands, such as sit on the chair, stand behind the chair, move the chair to the left.</li> </ol>	<p>a. Develop health habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss family health habits. <ol style="list-style-type: none"> <li>(a) Eating regularly</li> <li>(b) Getting plenty of rest</li> <li>(c) Wearing proper seasonal clothing</li> <li>(d) Following simple rules when ill to prevent others from becoming ill</li> <li>(e) Having regular medical check-ups</li> </ol> </li> <li>(2) Discuss responsibilities for maintaining health in the home. <ol style="list-style-type: none"> <li>(a) Carrying out trash</li> <li>(b) Staying away from other family members when they are ill</li> <li>(c) Changing clothes often</li> <li>(d) Using own toothbrush, glass, and towel</li> <li>(e) Keeping room in order</li> <li>(f) Dusting furniture</li> <li>(g) Destroying breeding places of insects and rodents</li> </ol> </li> <li>(3) Learn to brush teeth properly. See the film, KL43 "Teeth Are to Keep."</li> <li>(4) Discuss the proper use of plumbing equipment in the home, such as bathtub, sink, commode, and drains.</li> </ol>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(6) Paint or color pictures of houses of buildings in the neighborhood.</p> <p>(7) Make a frieze of the neighborhood.</p> <p>(8) Sand and paint a bird house.</p> <p>(9) Make a house of sugar cubes.</p> <p>(10) Draw dot to dot pictures.</p> <p>(11) Classify geometric designs on teacher-prepared sheets.</p> <p>(12) Color pictures within lines.</p>	<p>(5) Follow instructions in folding construction paper to make a house.</p> <p>d. Develop vocal skills.</p> <p>(1) Sing songs about homes.</p> <p>(2) Describe your home.</p> <p>(3) Play "What Am I?" describing a tool, house, or piece of furniture found in the home. The child who guesses correctly is "it."</p> <p>(4) Play "Who Am I?" describing the work performed.</p> <p>e. Develop motor skills.</p> <p>(1) Do finger plays.</p> <p>(2) Trace the shape of a tool in the air; the first child to identify it is next.</p> <p>(3) Pantomime home or household activities such as getting up in the morning, brushing teeth, washing dishes, or making a bed.</p> <p>(4) Saw pieces for a bird house or feeder.</p>	<p>b. Develop safety habits.</p> <p>(1) Discuss home accidents and how to prevent them.</p> <p>(2) Make a booklet on rules for home safety.</p> <p>(3) Discuss safe use of electrical appliances.</p> <p>(a) Correct method for plugging in and unplugging appliances</p> <p>(b) Proper use of electric iron</p> <p>(c) Care of electrical appliances</p> <p>(4) Develop safety rules for using appliances.</p> <p>(5) Discuss fire safety in the home. Invite a fireman to talk about fire safety at home.</p> <p>(6) Discuss the safe use of medicines at home.</p> <p>(7) Role play what to do if a stranger comes to the door.</p> <p>(8) Dictate an experience story on safe play at home.</p> <p>(9) Discuss home accidents that could be prevented.</p>



## B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Discuss how to adjust behavior to fit family expectations.</p> <p>b. Discuss how to improve self-identity.</p> <p>(1) Following instructions</p> <p>(2) Performing appropriate tasks</p> <p>(3) Contributing to family activities</p> <p>c. Develop control of emotions and behavior.</p> <p>d. Discuss how our behavior affects others.</p> <p>e. Discuss ways to prevent conflicts in a family group.</p> <p>f. Learn to distinguish the difference between tattling and reporting important information.</p> <p>g. Discuss the importance of taking turns in the home.</p> <p>h. Relate how you have helped one or more members of your family recently.</p> <p>i. List some of the responsibilities you have toward your family.</p> <p>j. Practice social manners such as greetings, respect for elders, and using courtesy words correctly.</p> <p>k. Discuss how to take disappointments.</p>	<p>a. Practice improving behavior to conform to the family situation.</p> <p>(1) Sharing with others</p> <p>(2) Taking turns</p> <p>(3) Assuming responsibility for caring</p> <p>(4) Working and playing together</p> <p>b. Practice using the telephone correctly.</p> <p>c. Discuss and practice good table manners.</p> <p>d. Have a tea for parents.</p> <p>e. Have a monthly birthday party.</p> <p>f. Share some enjoyable family activity with the class.</p> <p>g. Dictate an experience story on some activity you enjoy at home.</p> <p>h. Describe your home.</p> <p>i. Discuss courtesy at home.</p> <p>j. List good manners to practice at home and at school.</p> <p>k. Discuss how to acquire courage, honesty, and dependability.</p> <p>l. Discuss such topics as "What would you do if . . . ?" "Who would be responsible if . . . ?" and "How could you . . . ?"</p> <p>m. Make a family picture album labeling members living in the home.</p>	<p>a. Follow two or more directions such as "Go to the chalkboard, write your name and address" or "Go to shelf, get an art sheet, a pair of scissors, and a bottle of glue."</p> <p>b. Listen to records about homes.</p> <p>c. Listen to and relate short stories.</p> <p>d. Cut out pictures of furniture that belongs in a kitchen, living room, or bedroom. Paste in a booklet.</p> <p>e. Do the rhythm, Looby Lou.</p> <p>f. Take a walk around the school grounds and relate what is observed.</p> <p>g. Make a booklet on shelter using experience stories, pictures cut from catalogs or magazine, and a list of new vocabulary words.</p> <p>h. Read experience stories in the booklet each day, adding a new word when possible.</p> <p>i. Make a list of known vocabulary words on shelter and use them often.</p> <p>j. Using exercises provided by the teacher, match houses that are alike or furniture that is alike.</p> <p>k. Observe likenesses and differences in forms provided.</p> <p>l. Learn names of classmates by handing out class papers.</p> <p>m. Observe signs and labels with illustrations, then identify signs and labels without illustrations. For example, FOR SALE, SOLD, FOR RENT.</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
		<p>n. Copy teacher-written stories.</p> <p>o. Copy experience stories dictated to the teacher.</p> <p>p. Place picture stories about a party, family activity, or building a home in sequence.</p> <p>q. Listen to a story and then relate the story in sequence.</p> <p>r. List things to observe on a field trip.</p> <p>s. List workers needed to build a house.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
<p>a. Write name, address, telephone number, and birthday every day on mathematics paper.</p> <p>b. Take a field trip, noting house numbers and block numbers.</p> <p>c. Count the houses that are brick, or that are white or red.</p> <p>d. Make a floor plan of your home. Count the rooms.</p> <p>e. Count the rooms in the school.</p> <p>f. Make a clock. Show time school opens, recess time, lunch time, and physical education time.</p> <p>g. Using blank clocks draw hands set to a given time.</p> <p>h. Using commercial or pupil made clocks, set them as instructed.</p> <p>i. Discuss the importance of telling time.</p> <p>j. Make an individual calendar each month.</p> <p>k. Discuss one-story and two-story homes.</p> <p>l. Develop concepts of four, five, and six in relation to rooms in a home, house numbers, or telephone numbers.</p> <p>m. Learn the days of the week. Relate how they affect the family schedule.</p> <p>n. Distinguish between circles, squares, and triangles with blocks or on teacher-prepared exercises.</p> <p>o. Count blocks around the school. Discuss distance from school to home or home to a shopping center in terms of blocks.</p>	<p>a. Discuss types of shelter in the community.</p> <p>(1) Single family homes</p> <p>(2) Duplexes</p> <p>(3) Apartments</p> <p>(4) Mobile homes</p> <p>b. Observe pictures of shelter in other places.</p> <p>(1) Tents (4) Adobe huts</p> <p>(2) Igloos (5) Boat homes</p> <p>(3) Hogans</p> <p>c. Discuss homes of animals such as nests, caves, and burrows.</p> <p>d. Discuss the need for shelter.</p> <p>(1) Protection of family in all types of weather</p> <p>(2) Family privacy</p> <p>(3) Protection of family health</p> <p>e. Discuss the need for a roof, floor, doors, windows, plumbing, and heating in a home.</p> <p>f. Discuss how the seasons affect your home.</p> <p>(1) Heating</p> <p>(2) Types of clothing worn</p> <p>(3) Holidays celebrated</p> <p>g. Discuss how weather affects shelter.</p> <p>h. Discuss duties performed at home.</p>	<p>a. Follow a sequence of directions such as "Take off your coat, hang it up, sit in your desk with your feet flat on the floor."</p> <p>b. Discuss why each one should be responsible for his school materials and property.</p> <p>c. Discuss respect for the rights and property of others at home and school.</p> <p>d. Play games that require choosing sides or individuals and taking turns.</p> <p>e. Have a tea or party.</p> <p>(1) Make invitations.</p> <p>(2) Plan the guest list.</p> <p>(3) Plan the menu and favors.</p> <p>(4) Make a duty schedule.</p> <p>(5) Discuss greeting guests.</p> <p>(6) Practice greeting and serving guests before the function.</p> <p>(7) Discuss clean up.</p> <p>(8) Review activity and discuss what improvements could be made.</p> <p>f. Construct a bird house or feeder of wood, milk carton, or plastic bottle.</p> <p>g. Visit a house under construction.</p> <p>h. Discuss and cut out pictures of workers that maintain shelter such as yard men, plumbers, and garbage men.</p> <p>i. Learn to use simple hand tools, such as paint brushes, hammer, saw, and scissors.</p>

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
<p>p. Count to 100 or 200.</p> <p>q. Count to 50 by two.</p> <p>r. Identify pieces of money such as a penny, nickel, dime, or quarter.</p> <p>s. Count lunch money.</p> <p>t. Count the pieces of furniture in a living room, the rooms in a house, or the light fixtures in the house.</p>	<p>i. Discuss responsibilities at school.</p> <p>(1) Being on time</p> <p>(2) Completing assignments</p> <p>(3) Respecting rights and property of others</p> <p>(4) Knowing the difference between tattling and reporting</p> <p>(5) Following instructions</p> <p>j. See films and filmstrips on building homes.</p> <p>k. Listen to tapes and records about shelter.</p> <p>l. Construct homes from blocks or logs.</p> <p>m. Construct a small neighborhood in a sand box or on a display table.</p>	<p>j. Make articles that are useful at home.</p> <p>(1) Match scratcher</p> <p>(2) Ash tray</p> <p>(3) Planter</p> <p>(4) Clothes bag</p> <p>(5) Foot stool</p> <p>(6) Plaster of Paris wall plaque</p> <p>(7) Ceramic tile pot holder or wall plaque</p> <p>k. Design wallpaper for a house.</p>

## V. EVALUATION

- A. Did the child's coordination improve?
- B. Did the child improve his sensory skills of taste, smell, and touch?
- C. Did the child learn to listen and relate what he heard?
- D. Did the child learn to practice better health and safety habits?
- E. Did the child improve in his ability to follow instructions?
- F. Did the child develop skills in self control at school?
- G. Did the child develop an awareness of his place in the home?
- H. Did the child develop a knowledge of the different types of homes?
- I. Did the child increase his vocabulary?
- J. Did the child improve his concept of time, distance, and size?
- K. Did the child acquire a better attitude toward other members of his family?
- L. Did the child increase his awareness of different vocations that contribute to shelter?
- M. Did the child learn to write his name, address, and telephone number from memory?

## VI. SUGGESTED FILMS (Available from the Education Service Center, Region XI)

- R 1009 Acts of Courtesy
- S 1050 Are Manners Important
- Q 804 Beginning Responsibility: Doing Things for Ourselves in School
- Q 806 Beginning Responsibility: Other People's Things
- S 423 Cleanliness and Health
- Q 809 Courtesy for Beginners (2nd Ed.)
- S 785 Dangerous Stranger
- SK 255 Everyday Courtesy
- L 132 Four Point Safety Home



S 1078 The Golden Rule: Lessons for Beginners  
 GK 1003 Hansel and Gretel  
 K 325 Homes Around the World  
 Q 810 Kindness to Others  
 S 854 Lumber for Houses  
 S 116 Safe Use of Tools  
 GK 2001 Safety in the Kitchen  
 Q 427 Safety With Electricity  
 SK 10 Shelter (2nd Ed.)  
 LK 761 Stop, Look and Think  
 LK 271 What It Means to be an American  
 GK 1434 A World Full of Homes

# VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Anderson, Edna A. *Families and Their Needs*, Silver, 1966.  
 Darby, Gene. *What Is a Tree*, Benefic Press, 1957.  
 Harris, Albert J. and Mae Knight Clark. *Self-Help Dictionary*, Macmillan, 1966.  
 Hoffman, Elaine and Jane Hefflefinger. *About Family Helpers*, Melmont, 1954.  
 Hoffman, Elaine and Jane Hefflefinger. *More Friendly Helpers*, Melmont, 1954.  
 Hoffman, Elaine and Jane Hefflefinger. *Our Friendly Helpers*, Melmont, 1954.  
 Jackson, Kathryn and Frederick Becher. *Work Around the World*, Silver, 1957.  
 Lae, Hannah Ikeda and Al Tudyman. *About Things at Home*, Stanwix House, 1964.  
 Lauber, Patricia. *The Story of Numbers*, Random House, 1961.  
 Miles, Betty and Remy Charlip. *What Is the World*, Knopf, 1958.  
 Niedermeyer, Mabel. *Our Happy Family*, Bethany Press, 1958.  
 Parker, Bertha M. *The Golden Book Encyclopedia* (16 Volumes), Golden Press, 1959.

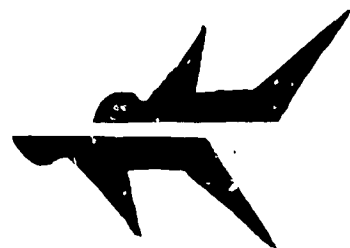
Pope, Billy and Ramona Emmons. *Your World: Let's Build a House*, Taylor, 1966.

Samford, Clarence, Edith McCall, and Ruth Gue. *You and the Neighborhood*, Benefic Press, 1965.

Scarry, Patsy. *Fun Around the World*, Silver, 1957.

Warner, Gertrude Chandler. *The Box Car Children*, Whitman, 1950.

Ziner, Feenie, and Elizabeth Thompson. *The True Book of Time*, Children's Press, 1956.



# FOODS

UNIT IV

## UNIT IV

### FOODS

(Suggested Time: 4 Weeks)

#### I. INTRODUCTION

The unit on foods is a continuation of Unit III "Foods," of *Educable Mentally Retarded, Level I*. This unit provides activities suitable for Level II pupils. It is designed to improve his physical, social, and vocational competencies.

The activities are planned to increase the child's basic knowledge of food, to establish good eating habits, and to point up the value of good nutrition in order to have a healthy body.

The activities are outlined to fit any classroom with a minimum of equipment.

#### II. OBJECTIVES

- A. To help the child acquire a knowledge of sources of food
- B. To teach the child to identify suitable foods for breakfast, lunch, or dinner
- C. To develop in the child the ability to plan, prepare, and serve a simple breakfast or snack at school
- D. To encourage the child to develop good food habits
- E. To assist the pupil in acquiring a knowledge of the minimum daily nutrient requirements
- F. To teach the child to clean up after preparation and service
- G. To teach the child the concepts of time, of numbers, and of measurements
- H. To teach the child to identify money
- I. To develop in the child good health and safety habits

- J. To help the child acquire good coordination skills
- K. To make possible for the child to develop the sensory skills of taste, smell, and touch
- L. To assist the pupil to develop auditory and vocal skills

### III. MOTIVATING ACTIVITIES

- A. Display pictures of foods and actual foods.
- B. Show films and filmstrips about food, farms, dairies, and food preparation.
- C. Show films on courtesy.
- D. Demonstrate health and safety habits.
  - 1. How to wash hands before food preparation
  - 2. The safe use of a hot plate or stove
  - 3. The safe use of electrical appliances
  - 4. How to handle a hot pan
- E. Prepare and display posters of foods suitable for breakfast, lunch, or dinner.
- F. Provide books, catalogs, and magazines with pictures of food and food preparation.
- G. Build a grocery store using empty labeled cans and cartons brought by the children.
- H. Provide a toy cash register and play or real money.
- I. Take a field trip to a grocery store, a dairy, or a farm.
- J. Display a bulletin board showing daily food requirements, a balanced breakfast, or a balanced lunch.
- K. Plan, prepare, and serve a simple breakfast.



- L. Plan, prepare, and serve a birthday cake.
- M. Provide foods for a tasting experience.
- N. Make a booklet on food experiences.
- O. Review and practice good table manners.
- P. Practice setting a table.
- Q. Make a list of all the helpers that provide food for the school cafeteria.
- R. Formulate rules for eating in the school cafeteria.
- S. Visit the cafeteria during food preparation time.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <ol style="list-style-type: none"> <li>(1) Play action games such as "Keep Away," "Slap Jack," or "Run for Your Supper." (See Curriculum Bulletin No. 201.1, pages 37-40.)</li> <li>(2) Perform rhythm games such as "Crested Hen" and "Pease Porridge Hot."</li> <li>(3) Do the "Coffee Grinder."</li> <li>(4) Follow activities outlined in Concept Record, Volumes II and III.</li> <li>(5) Run relay races.</li> <li>(6) Hem a dish towel on the sewing machine.</li> <li>(7) Pantomime working in the garden.</li> </ol> <p>b. Engage in activities using fine muscles.</p> <ol style="list-style-type: none"> <li>(1) Work puzzles about food or food handlers.</li> <li>(2) Cut out pictures of food and paste in a booklet on a chart.</li> <li>(3) Do finger plays from <i>Talking Time</i>.</li> <li>(4) Play "Breakfast Surprise." (A piece of fruit is put in a box. The box is wrapped up in many layers of paper. At a signal the one who has the box starts unwrapping it. Then at a signal it is passed again. This is repeated until box is unwrapped. Then fruit is divided.)</li> <li>(5) Make models of fruit or vegetables from clay, soft soap, or papier-mache.</li> </ol>	<p>a. Develop the taste, smell, and tactile senses.</p> <ol style="list-style-type: none"> <li>(1) Feel, taste, and smell fruits and vegetables.</li> <li>(2) Feel food in a sack and guess what it is.</li> <li>(3) Smell different foods while blindfolded and guess what they are.</li> <li>(4) Handle and identify bowls, beaters, spatulas, and spoons.</li> </ol> <p>b. Develop visual skills.</p> <ol style="list-style-type: none"> <li>(1) Take a field trip to a grocery store and compare kinds of fruit, vegetables, cereals, and dairy products.</li> <li>(2) Compare differences in liquids such as syrup, honey, coke, or fruit juice.</li> <li>(3) Match food pictures and label them.</li> <li>(4) Put in sequence pictures of a mother preparing breakfast.</li> <li>(5) Arrange fruits or vegetables of various sizes in sequence from large to small.</li> <li>(6) Study a display of food cut outs suitable for breakfast. When a picture of a food is taken away, name it.</li> <li>(7) Draw a line through a teacher-prepared maze to a given point.</li> </ol> <p>c. Develop auditory skills.</p> <ol style="list-style-type: none"> <li>(1) Listen to stories about food.</li> </ol>	<p>a. Develop health habits.</p> <ol style="list-style-type: none"> <li>(1) Practice washing hands before meals or before preparing a snack.</li> <li>(2) Discuss the food needs of the body.               <ol style="list-style-type: none"> <li>(a) Foods that build muscles, teeth, and bones</li> <li>(b) Foods that furnish heat and energy</li> <li>(c) Foods that protect our health</li> <li>(d) Foods necessary for growth</li> </ol> </li> <li>(3) Discuss good habits of eating and drinking.               <ol style="list-style-type: none"> <li>(a) Eat slowly.</li> <li>(b) Chew food well.</li> <li>(c) Take small bites.</li> <li>(d) Be cheerful.</li> </ol> </li> <li>(4) Discuss safe storage of food.</li> <li>(5) Cut out pictures and make a booklet showing daily food requirements.</li> <li>(6) Experiment with exposed unrefrigerated foods such as milk and bread.</li> </ol> <p>b. Develop safety habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss precautions to take when preparing food on a stove or hot plate.</li> <li>(2) Practice safe use and care of electrical appliances in kitchen, classroom, or home.</li> </ol>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(6) Shell peanuts or pecans.</p> <p>(7) Make a peanut butter or cheese sandwich.</p> <p>(8) Weave place mats from paper.</p> <p>(9) Place food models in a pocket chart illustrating a good breakfast.</p> <p>(10) Using food models divide them into daily requirement groups.</p> <p>(11) Knit a hot plate mat.</p> <p>(12) Make an apron.</p> <p>(13) Design a place mat with crayons, finger paint, or construction paper.</p> <p>(14) Design food display signs and store signs.</p>	<p>(2) Play "Shopping at the Supermarket" using word cards with the same beginning sounds such as beans, bananas, and butter.</p> <p>(3) Listen to rhymes, poems, and records.</p> <p>(4) Complete a story.</p> <p>(5) Follow instructions such as, "Go to the kitchen" and "Wash your hands."</p> <p>d. Develop vocal skills</p> <p>(1) Tell what was done on a field trip.</p> <p>(2) Tell how to help at home.</p> <p>(3) Identify foods in a display.</p> <p>(4) Sing songs about food.</p> <p>(5) Describe how a pineapple, banana, or orange looks and feels.</p> <p>e. Develop motor skills.</p> <p>(1) Squeeze an orange.</p> <p>(2) Divide an apple.</p> <p>(3) Pop popcorn and serve it.</p> <p>(4) Make pancakes.</p> <p>(5) Play and sing "Farmer in the Dell."</p>	<p>(3) Make a safety chart of rules to follow when preparing food.</p> <p>(4) Discuss fire safety in the kitchen.</p> <p>(5) Demonstrate the safe use of kitchen equipment.</p> <p>(6) Invite a fireman to discuss fire safety in the home.</p> <p>(7) Discuss the safe disposal of rubbish or garbage.</p> <p>(8) Demonstrate being safe around fires with certain dress materials.</p> <p>(9) Experiment with handling hot objects.</p> <p>(10) Demonstrate simple emergency treatment for burns, cuts, and other injuries.</p> <p>(11) Practice calling the doctor on the phone, reporting an emergency.</p>

# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Write name and address every day.</p> <p>b. Practice serving a snack to class.</p> <p>c. Practice good table manners in the lunchroom.</p> <p>d. Tell what you would do if you lost your lunch.</p> <p>e. Discuss how you would prepare a simple breakfast if your mother was ill.</p> <p>f. Role play how to greet guests in your home or in the school room.</p> <p>g. Play act what to do if a stranger offered you sweets.</p> <p>h. Dictate rules for good manners when eating out with your family.</p> <p>i. See the film, "Dangerous Stranger" S-785, and discuss.</p> <p>j. Discuss what to do if you overslept on a school morning.</p> <p>k. Plan a birthday party for the class.</p> <p>l. Plan a tea for parents.</p>	<p>a. Discuss and practice good table manners in the lunchroom.</p> <p>b. Set up rules for conduct on a field trip.</p> <p>(1) Be clean and neat.</p> <p>(2) Sit on the bus or in the car assigned.</p> <p>(3) Stay with the group.</p> <p>(4) Listen attentively.</p> <p>(5) Follow the instructions given by the tour guide.</p> <p>c. Discuss steps in preparing and serving a birthday cake.</p> <p>(1) In preparing the cake, first review the recipe.</p> <p>(a) Decide on the equipment to use.</p> <p>(b) Put on an apron and wash the hands.</p> <p>(c) Review the recipe again and get out the necessary ingredients and equipment.</p> <p>(d) Mix the ingredients, bake the cake, and ice it.</p> <p>(2) Plan the steps to follow in serving the cake.</p> <p>(a) Count the persons to be served.</p> <p>(b) Light the candles and let the birthday pupils blow them out.</p>	<p>a. Write name and address. Copy or write birthdate.</p> <p>b. Cut out pictures of food and label them.</p> <p>c. Make a booklet using pictures of foods suitable for breakfast.</p> <p>d. Dictate experience stories about breakfast.</p> <p>e. Read experience stories from chart.</p> <p>f. Make a booklet of experience stories.</p> <p>g. Read booklet of experience stories.</p> <p>h. Look at flash cards with pictures of food. Label as many as possible.</p> <p>i. Put pictures of foods suitable for breakfast in a pocket chart and label them.</p> <p>j. Match pictures of foods.</p> <p>k. Using puppets, review courtesy words.</p> <p>l. Play a breakfast game: "My mother went shopping for something that starts with 'a'." (Pantomime or describe food item.) The player who guesses it describes another food starting with another letter.</p> <p>m. Discuss the field trip made to a grocery store, farm, or dairy.</p> <p>n. Sing songs about food.</p> <p>o. Listen to tapes made by the teacher.</p> <p>p. Develop a sight vocabulary of food words. Review them daily.</p> <p>q. Place pictures in sequence.</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
	<p>(c) Let those with birthdays cut and serve the cake.</p> <p>(d) Enjoy the cake together after everyone is served.</p> <p>(3) In clean up, follow the duty schedule set up by the class.</p> <p>d. Clean up after every activity.</p> <p>e. Discuss duties performed at home.</p> <p>f. Discuss the use of good table manners when eating out.</p> <p>g. Practice using courtesy words. Play a game.</p> <p>h. Dramatize acceptable behavior in a cafeteria or restaurant when eating out.</p>	



### C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
<p>a. Measure 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup of water.</p> <p>b. Take a 1/2-cup measure and fill 1 cup. Tell how many 1/2 cups it took.</p> <p>c. Fill a quart container with a 1-cup measure. Tell how many cups it took.</p> <p>d. Count the eggs in a carton. Tell how many in a dozen.</p> <p>e. Tell how to buy the following foods.</p> <p>(1) Eggs (by dozen)</p> <p>(2) Milk (quart, half gallon, or gallon)</p> <p>(3) Flour (by pound)</p> <p>(4) Cereal (by box)</p> <p>(5) Fruit (by pound or dozen)</p> <p>f. Count to two hundred.</p> <p>g. Count eggs in a carton by twos.</p> <p>h. Discuss the price of groceries purchased on a field trip.</p> <p>i. Practice making change.</p> <p>j. Using a grocery store advertisement from a newspaper, make a grocery list including prices. Add up prices to see how much the groceries will cost.</p> <p>k. Discuss the concepts of large-small, big-little, heavy-light, and more-less.</p> <p>l. Select a picture of fruit that is large, heavy, small or light.</p>	<p>a. Follow instructions in preparing a dessert.</p> <p>b. Develop and practice rules of conduct for the cafeteria.</p> <p>c. Discuss and practice school rules.</p> <p>d. List the community helpers who make fresh food possible.</p> <p>(1) The grocer provides a place to buy food.</p> <p>(2) The milk man delivers milk often.</p> <p>(3) The farmer provides fruits, vegetables, and grains.</p> <p>(4) The rancher provides meat.</p> <p>(5) The baker provides bread, rolls, and cake.</p> <p>(6) The dairyman provides milk, butter, and ice cream.</p> <p>(7) The poultry man provides eggs and chickens.</p> <p>(8) The fisherman brings fish, shrimp, and oysters.</p> <p>e. Dictate experience stories about various topics.</p> <p>(1) Making a birthday cake</p> <p>(2) Visiting a grocery store, dairy, or farm</p> <p>(3) Types of food that have been tasted</p>	<p>a. Practice following a sequence of directions: "Put on an apron, wash your hands, and get out the mixer, 2 eggs, and a one-cup measuring cup."</p> <p>b. Learn the names of and identify beaters, spatulas, cake pans, cookie sheets, and other kitchen equipment.</p> <p>c. Put away equipment in proper places when a job is completed.</p> <p>d. Perform simple tasks at home such as putting out garbage.</p> <p>e. Relate to class simple tasks that are performed at home.</p> <p>f. Complete tasks started.</p> <p>g. Take a field trip to a local grocery store to buy supplies to bake a cake or prepare a simple breakfast in class.</p> <p>h. Give directions on going to local grocery or drug store.</p> <p>i. Describe work that parents do.</p> <p>j. If a parent is a food handler, what health rules does he follow and what types of food does he handle?</p> <p>k. Draw pictures of tasks performed when preparing a snack or cake.</p> <p>l. Discuss community helpers that provide food.</p> <p>m. Dictate stories about community helpers.</p> <p>n. Practice stacking dishes, carrying dishes, and washing dishes.</p>

1. Pupil Activities to Develop Number Readiness (cont.)	2. Pupil Activities to Help Understand Environment (cont.)	3. Pupil Activities to Increase Vocational Awareness (cont.)
<p>m. Identify containers that are round, square, or rectangular.</p> <p>n. Identify food items in miscellaneous groups.</p> <p>o. Play matching games with pictures of food (apple, orange, hammer, nail).</p> <p>p. Discuss time relating to food preparation and serving.</p> <p>(1) Make clocks.</p> <p>(2) Set hands.</p> <p>(3) Discuss the use of the clock when baking a cake.</p> <p>(4) Make a daily schedule using a blank clock.</p> <p>(a) Breakfast</p> <p>(b) Time school begins</p> <p>(c) Recess time</p> <p>(d) Lunch time</p> <p>(e) Physical education time</p> <p>(f) Dismissal time</p> <p>(g) Dinner or supper</p> <p>q. Make a Birthday cake; count candles; divide the cake into servings for the other pupils; count the number to be served.</p>	<p>f. List the types of foods you have seen growing on farms that have been visited and in neighborhood gardens.</p> <p>g. Visit a restaurant for a treat.</p> <p>h. Review lunchroom, playground, and school-room manners.</p> <p>i. Experiment with planting seeds with ample water and sunlight; without water; without sunlight; or other conditions.</p>	<p>o. Practice sacking groceries.</p> <p>p. Discuss the packing of fruits and vegetables in crates and in sacks at the grocery store.</p>

## V. EVALUATION

- A. Did the child's coordination improve?
- B. Did the child improve his sensory skills?
- C. Did the child develop better eating habits?
- D. Does the child practice better health habits?
- E. Does the child practice safety precautions and habits?
- F. Did the child learn to write his name and address?
- G. Did the child improve his table manners?
- H. Did the child learn to prepare and serve a simple snack and clean up afterward?
- I. Did the child's vocabulary increase?
- J. Did the child learn simple measurements?
- K. Did his concept of time, money, and shapes improve?
- L. Did the child develop more self-confidence and improve his self-identity?
- M. Can the child follow more than one direction?
- N. Did the child learn to appreciate community helpers?

## VI. SUGGESTED FILMS (Available from Education Service Center, Region XI)

- R 1009 Acts of Courtesy
- K 256 Beginning Good Posture Habits
- K 293 Better Breakfasts U.S.A.
- S 423 Cleanliness and Health
- K 176 Eat for Health
- L 635 Exercise Can Be Fun

LK 388 Food-Getting Among Animals  
 GK 320 Food for Health  
 S 218 The Food Store (2nd Ed.)  
 SK 615 Food That Builds Good Health (2nd Ed.)  
 SK 134 Joan Avoids a Cold  
 Q 902 Safety with Fire  
 K 143 Teeth Are to Keep  
 Q 202 You - and Your Food  
 Q 411 Your Food  
 Q 406 Your Sleep and Rest

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

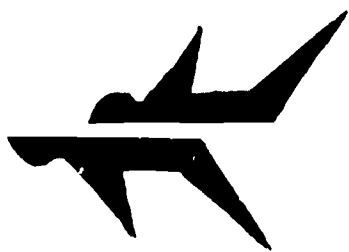
Anderson, Edna A. *Families and Their Needs*, Silver, 1966.

Darby, Gene. *What is a Cow?* Benefic, 1963.

Greene, Carla. *I Want To Be a Baker*, Children's Press, 1956.

Greene, Carla. *I Want To Be a Storekeeper*, Children's Press, 1958.

Krauss, Ruth. *The Carrot Seed*, Harper, 1965.



# CLOTHING

UNIT V



## UNIT V

### CLOTHING

(Suggested Time: 4-5 Weeks)

#### I. INTRODUCTION

This unit on clothing for pupils in Level II is a continuation of Unit V, "Clothing," *Educable Mentally Retarded, Level I*. The objectives for this unit remain much the same as those for Level I pupils although more emphasis is now placed on building a foundation of concepts. Repetition of activities, presented in varied ways and with varied material, and the sequencing of these activities will provide for consistent and reinforced learning in the areas of physical, social, personal, and vocational proficiencies.

Although this unit has a suggested time of four to five weeks span, such areas as personal grooming and care of clothing should be a part of the daily schedule. This extension should be incidental.

This unit presents material which can be adapted to fulfill the needs of pupils in Level II. The activities include the areas of physical, personal, social and vocational competencies. Many of the activities can and should be used throughout the year.

#### II. OBJECTIVES

- A. To help the child learn about the various materials from which clothes are made
- B. To teach the child how to care for clothes made from different types of materials
- C. To teach the child how to shop for clothes
  1. Types of stores and shops that sell clothing
  2. How to select the right size wearing apparel
    - a. Shoes and socks
    - b. Coats, dresses, and suits

c. Underwear

D. To develop skill in caring for clothes

1. Hanging up clothes

2. Simple clothing repair

3. Ironing clothes

4. Washing clothes by hand

E. To develop in the child the ability to identify some of the materials from which clothing is made

F. To name items of clothing

G. To learn appropriate dress for various occasions

H. To understand how clothing is made

I. To learn to thread and operate a machine

J. To learn simple ironing

III. MOTIVATING ACTIVITIES

A. Provide a simple sewing kit for clothing repair.

B. Provide samples of cotton, wool, plastic, nylon, rubber, and leather so that each child can feel and observe the difference in texture, weave, thickness, and weight of cloth.

C. Show films or filmstrips about the sources of cotton, wool, plastic, leather, and nylon.

D. Display books telling the story about cloth.

E. Make bulletin board and chart showing seasonal clothing.

F. Make chart showing pictures of clothing matched to pictures of the source of the cloth, such as a picture of a lamb beside a wool coat or a cotton stalk beside a cotton dress or shirt.

- G. Take a field trip to a department store or fabric shop.
- H. Take a field trip to a clothing factory.
- I. Take a field trip to a laundry.
- J. Visit the Museum of Science and History to see what types of clothing was worn in past years.
- K. Read stories about clothing.
- L. Display a chart on types of clothes to wear for safety.
- M. Make a chart or bulletin board of clothing articles and label each.
- N. Make experience booklets about clothing.
- O. Show film on importance of wearing safe clothing.
- P. Exhibit articles needed to keep clothing clean and neat.
- Q. Provide iron and ironing board for simple ironing and pressing for personal grooming.

# IV. DEVELOPMENTAL GOALS FOR CHILDREN

## A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <ol style="list-style-type: none"> <li>(1) Exercise to music ten minutes each day.</li> <li>(2) Play musical games from Concept or other records.</li> <li>(3) Dramatize putting on an article of clothing.</li> <li>(4) Practice jumping rope.</li> <li>(5) Play "Drop the Handkerchief," "Looby Loo," and "Here We Go 'Round the Mulberry Bush."</li> <li>(6) Practice folding clothes.</li> <li>(7) Hang clothes on the clothesline.</li> <li>(8) Polish shoes.</li> </ol> <p>b. Engage in activities using fine muscles.</p> <ol style="list-style-type: none"> <li>(1) Practice threading a needle.</li> <li>(2) Practice sewing on a button.</li> <li>(3) Cut out pictures of seasonal clothing and paste in a booklet.</li> <li>(4) Cut out, sew, and fill a bean bag with Mimosa beans.</li> <li>(5) Make and dress paper dolls.</li> <li>(6) Weave table mats and pot holders.</li> <li>(7) Cut around a pattern for a pot holder.</li> <li>(8) Trace a pattern for spool holder on wood and cut it out with a jigsaw.</li> <li>(9) Hang clothes on a hanger.</li> </ol>	<p>a. Develop the taste, smell, and tactile senses.</p> <ol style="list-style-type: none"> <li>(1) Feel and look at materials such as cotton, velvet, leather, rubber, and silk.</li> <li>(2) Feel materials in a box without looking at them. Match the material by feel to a sample of same material on flannel board.</li> <li>(3) Observe a cotton plant with bolls of cotton on it.</li> <li>(4) Compare raw cotton and raw wool. Feel the difference.</li> </ol> <p>b. Develop visual skills.</p> <ol style="list-style-type: none"> <li>(1) Match articles of wearing apparel to appropriate season on teacher-prepared work sheets.</li> <li>(2) Match pictures of clothing to the appropriate member of family on the flannel board. Example: dress and mother</li> <li>(3) Dress dolls.</li> <li>(4) Dress paper dolls.</li> <li>(5) Paint pictures according to printed instructions on paper.</li> <li>(6) Cut out a doll dress.</li> </ol> <p>c. Develop auditory skills.</p> <ol style="list-style-type: none"> <li>(1) Act out story read by teacher.</li> <li>(2) Listen to records and follow instructions.</li> </ol>	<p>a. Develop health habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss the need for wearing various kinds of clothing appropriate for the weather, activity, and time of day.</li> <li>(2) Discuss the need for developing good posture.</li> <li>(3) Take ten minutes of exercise each day accompanied by records or tape.</li> <li>(4) Practice cleaning and polishing shoes.</li> <li>(5) Discuss the importance of clothes fitting properly.</li> <li>(6) Discuss choosing shoes that fit properly.</li> <li>(7) Discuss the importance for clean clothes.</li> </ol> <p>b. Develop safety habits.</p> <ol style="list-style-type: none"> <li>(1) Make a list of clothing that is worn for protection.               <ol style="list-style-type: none"> <li>(a) Skid proof-shoes</li> <li>(b) Protective clothing when playing baseball or football</li> <li>(c) White clothing at night</li> <li>(d) Fire-proof clothing</li> </ol> </li> <li>(2) Discuss safety practices to use when ironing simple garments.               <ol style="list-style-type: none"> <li>(a) Keep iron at a safe temperature.</li> <li>(b) Disconnect iron from the wall outlet when task is completed.</li> </ol> </li> </ol>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(10) Cut, sew, and cross-stitch a design on an apron.</p> <p>(11) Sand material cut out with the jigsaw.</p> <p>(12) Make a bulletin board of paper dolls that have been dressed in seasonal clothes.</p> <p>(13) Practice putting on and buttoning sweaters, shirts, and blouses.</p> <p>(14) Practice tying shoe laces, sash bows, and hair ribbons.</p>	<p>(3) Listen to a sequence of three instructions and perform them in the right order.</p> <p>(4) Play the games "Clap In--Clap Out" and "This Is the Way We Wash Our Clothes."</p> <p>(5) Listen to stories about clothing.</p> <p>(6) Listen to concept records.</p> <p>(7) Listen to and identify the sounds made by the rustling of material such as organdy.</p> <p>(8) Listen to clothes being ripped, torn, and cut.</p> <p>d. Develop vocal skills.</p> <p>(1) Tell experience stories using complete sentences.</p> <p>(2) Tell how to sew on a button.</p> <p>(3) Sing "Here We Go 'Round the Mulberry Bush."</p> <p>e. Develop motor skills.</p> <p>(1) Polish shoes.</p> <p>(2) Dust erasers.</p> <p>(3) Sew a button on a dress or shirt.</p> <p>(4) Jump rope.</p> <p>(5) Make an apron or a bean bag on the sewing machine.</p> <p>(6) Tie shoes.</p> <p>(7) Iron an apron or a dish towel.</p>	<p>(3) Learn to keep away from open fires when dressed in loose-fitting clothes.</p> <p>(4) Discuss and practice putting out a fire in clothing.</p> <p>(5) Practice calling the fire station on a toy telephone to report a fire.</p>



# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Discuss daily standards for personal cleanliness.</p> <p>(1) Take a bath every day.</p> <p>(2) Wear clean clothes.</p> <p>(3) Change socks and underwear daily.</p> <p>(4) Brush teeth twice a day.</p> <p>b. Discuss how proper dress gives a feeling of well being.</p> <p>c. Select clothing for various activities during the day.</p> <p>(1) Cut out pictures of suitable play clothes.</p> <p>(2) Cut out and mount on a chart clothes suitable for school.</p> <p>d. Discuss how proper dress helps to maintain good mental health.</p> <p>e. Paint pictures of acceptable seasonal clothing.</p>	<p>a. Make a booklet for the unit.</p> <p>(1) Dictate experience stories for the booklet.</p> <p>(2) Cut out pictures of clothing to illustrate experience stories in booklet.</p> <p>b. Place pictures of mother, father, sister, brother and/or baby on flannel or magnetic board. Match pictures of suitable clothing to each figure.</p> <p>c. Cut out or draw pictures of clothing suitable for different occasions and seasons. Arrange these on a bulletin board.</p> <p>d. Discuss proper customs and manners in dressing and undressing.</p> <p>(1) Adjust and zip clothes in private.</p> <p>(2) Keep clothes buttoned, snapped, or zipped.</p> <p>(3) Brush and comb hair in the restroom or at home.</p> <p>e. Cut out pictures of suitable school clothes.</p> <p>f. Dictate a story on suitable standards of dress for school. Draw pictures of suitable school clothing to illustrate story.</p> <p>g. Choose appropriate clothing to wear to school each day.</p>	<p>a. Describe clothing worn in different seasons.</p> <p>b. Develop an experience chart on "What I Wear to School in Autumn, and/or Spring."</p> <p>c. Play a sequence game such as "I wore a coat to school." The second child repeats what the first child said and adds a second article of clothing. Each child in turn adds an additional article of clothing after repeating what was said before.</p> <p>d. Arrange sequence pictures of a child dressing for school.</p> <p>e. Label pictures of clothing with prepared labels.</p> <p>f. Match articles of clothing on teacher-prepared exercises.</p> <p>g. Listen to a story. Tell the color of different articles of clothing.</p> <p>h. Listen to a seasonal story. Name the kind of clothing which should be worn.</p> <p>i. Listen to a silly story. Tell what is silly in the story.</p> <p>j. Pull pictures of articles of clothing from a box. Name them, tell who wears them, and identify the season for which they are appropriate.</p> <p>k. Look at a prepared picture that has something missing. Tell what is missing.</p> <p>l. See a film on the proper care of clothing. Make an oral report on as many facts as possible.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Help Understand Environment	3. Pupil Activities to Increase Vocational Attitudes and Habits
<p>a. Learn concepts of size such as big-little, tall-short, large-small.</p> <p>b. Describe the difference between the size of clothing worn by father, mother, big brother, little brother, and other members of family.</p> <p>c. Identify shapes in clothing as a circle, a square, or a triangle.</p> <p>d. Engage in activities to develop a sense of time.</p> <p>(1) Make a calendar the first of every month.</p> <p>(2) Write the month, day, and year every day.</p> <p>(3) Discuss the importance of following a daily schedule.</p> <p>(4) Develop the concept of early, late, tomorrow, today, and yesterday.</p> <p>e. Improve counting skills.</p> <p>(1) Count pairs of brown shoes, black shoes, tennis shoes, or boots in the room.</p> <p>(2) Count classmates.</p> <p>(3) Count as far as possible.</p> <p>(4) Develop the concept of four, five, and six.</p> <p>(5) Write number symbols.</p> <p>(6) Learn first, second, and last.</p> <p>f. Learn simple money values.</p>	<p>a. Choose appropriate clothing for various weather.</p> <p>b. Adjust behavior to different environments.</p> <p>(1) Discuss behavior in class.</p> <p>(2) Discuss behavior in the lunchroom.</p> <p>(3) Discuss behavior on the playground.</p> <p>(4) Discuss behavior when shopping for clothing.</p> <p>c. Take a walk around the neighborhood.</p> <p>(1) Describe what people living in the neighborhood wear.</p> <p>(2) Discuss how change in weather would affect what they wear.</p> <p>d. Make and dress paper dolls for different activities.</p> <p>e. Make an experience chart on basic items needed in a school wardrobe.</p> <p>f. Cut out, mount, and label pictures of basic clothing items needed for different occasions.</p> <p>(1) Church</p> <p>(2) School</p> <p>(3) Parties</p> <p>g. Grow silkworms.</p>	<p>a. Wash socks or doll clothes.</p> <p>b. Iron a simple skirt, shirt, or household linen.</p> <p>c. Follow a sequence of directions such as, "Get the ironing board from the closet, set it up, plug in the iron, and set it at the correct setting."</p> <p>d. Perform assigned duties quickly and quietly.</p> <p>e. Use simple tools such as chalk, paint brushes, scissors, hammer, saw, needle, and pins.</p> <p>f. Take care of tools and materials used and put them away in their proper places when a task is completed.</p> <p>g. Plan what to wear the next day and check for needed repairs.</p> <p>h. Visit a department store. Observe the kinds of clothing that are sold.</p> <p>i. Take a walking tour. Discuss the reasons for the difference in clothing worn by workmen.</p> <p>j. Learn to thread and use a sewing machine.</p> <p>(1) Hem a dish towel.</p> <p>(2) Make a bean bag.</p> <p>(3) Make a simple apron.</p> <p>k. Make a shoe-shine box.</p> <p>l. List helpers in the community who have something to do with what we wear.</p> <p>m. Tint a blouse or shirt.</p>

1. Pupil Activities to Develop Number Concepts (cont.)	2. Pupil Activities to Help Understand Environment (cont.)	3. Pupil Activities to Increase Vocational Attitudes and Habits
<p>(1) Compare the costs of clothing made from various fabrics.</p> <p>(2) Make change.</p> <p>(3) Identify coins.</p> <p>(4) Cut clothing pictures from newspapers or catalogs and read the price of each article.</p> <p>(5) Play store, selling doll clothes or play clothes made from paper or material.</p> <p>g. Develop the concept of distance</p> <p>(1) Walk two blocks.</p> <p>(2) Count the blocks around the school.</p> <p>h. Develop the concept of measurement.</p> <p>(1) Measure material with a tape measure.</p> <p>(2) Measure the size of the waist, length of arm, the height, and other body measurements.</p> <p>(3) Measure length of sleeve on a shirt or blouse.</p> <p>(4) Discuss sizes of clothing.</p> <p>(5) Measure the length of trousers, shoes, or a skirt.</p>		<p>n. Match pairs of socks and shoes. Time each other in matching.</p> <p>o. Fold clothes and put them in a box.</p> <p>p. Wash different materials in hot, sudsy water. Compare shrinkage, fading, and looks after washing.</p> <p>q. Discuss "pre-shrunk" and color-fast."</p> <p>r. Experiment with bleaching of stubborn stains in clothing.</p> <p>s. Starch cotton material and then iron it.</p>

V. EVALUATION

- A. Did the child learn the differences among the most common fabrics used in making clothing?
- B. Did the child learn how to care for different fabrics?
- C. Did the child develop criteria for shopping for suitable clothes?
- D. Did the child acquire skill in caring for his clothes?
- E. Did the child learn to identify various articles of clothing?
- F. Did the child learn to read labels identifying basic articles of clothing?
- G. Did the child develop minimal skill in sewing on a button, mending a rip, or other minor repair?
- H. Did the child learn to do simple stitching on a sewing machine?
- I. Did the child learn appropriate dress for various occasions?
- J. Did the child expand his number concepts?
- K. Did the child improve in coordination?
- L. Did the child increase his vocabulary?
- M. Did the child learn to apply health and safety rules more extensively?
- N. Did the child learn to measure, using a tape measure and yard stick?
- O. Did the child learn to do simple ironing?

VI. SUGGESTED FILMS (Available from the Education Service Center, Region XI)

L	108	Body Care and Grooming
S	663	Care of Hair and Nails
S	847	Choosing Clothes for Health
Q	243	The Clothes We Wear

S 126 Cotton  
S 1080 George's New Suit--Where Clothing Comes From  
LK 325 Good Grooming

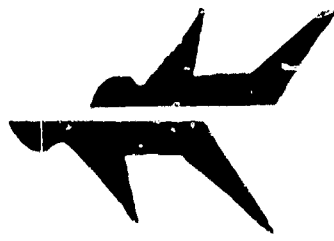
VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Gibson, Myra T. *What Is Your Favorite*, Grosset, 1965.  
Hoffmann, Peggy. *Sew Easy*, Dutton, 1956.  
Hoffmann, Peggy. *Sew Far Sew Good*, Dutton, 1958.  
Jupo, Frank. *Nothing to Wear But Clothes*, Dutton, 1953.  
Lenski, Lois. *Cotton in My Sack*, Lippincott, 1949.  
Nighbert, Ester. *The True Book of Cloth*, Children's Press, 1955.  
Podendorf, Illa. *The True Book of Science Experiments*, Children's Press, 1954.  
Romano, Louis G. and Nicholas P. Georgiady. *This Is a Department Store*, Follett, 1962.



# TRANSPORTATION

UNIT VI



## UNIT VI

### TRANSPORTATION

(Suggested Time: 3 Weeks)

#### I. INTRODUCTION

This unit seeks to teach the child the modes of travel in his community. It attempts to help the child learn to travel about in the community safely, to protect and respect public property, and to respect operators of public transportation. The activities accent development of desirable health and safety habits when traveling. Social adjustment is also emphasized in the activities.

The Level II unit on Transportation is an extension of Unit VI, "Travel," Level I curriculum guide.

#### II. OBJECTIVES

- A. To help the child learn to move about in the community
- B. To aid the child in learning about the different modes of travel in the community
- C. To assist the child in seeking sources of help available in the community when traveling
- D. To help the child develop proper attitudes toward people who help with travel in the community
- E. To give the opportunity for the child to learn respect for other passengers when riding public or school transportation
- F. To assist the child in learning good safety habits when walking in the community
- G. To develop in the child safe practices while riding in a car, on a bicycle, or in public conveyances
- H. To provide the opportunity for the child to learn more about his community
- I. To help the child learn to respect public property such as street signs, meters, street lights, and fire hydrants
- J. To teach the child to recognize safety signs on streets and highways

K. To help the child acquire a knowledge of traffic laws covering crossing streets and riding a bicycle.

L. To assist the child to learn to communicate and relate to others while traveling.

### III. MOTIVATING ACTIVITIES

A. Make a map of the neighborhood streets around the school.

B. Make a map of the school.

C. Explore the school grounds and school building.

D. Take a walking tour of the neighborhood near the school.

E. Make a trip to the local super market or grocery store to purchase food for a snack or picnic.

F. Make a walking tour or bus trip to a local park.

G. Discuss riding to school on the school bus.

H. Formulate rules for safe walking or riding to school.

I. Read a story of a family taking a trip by car.

J. Display pictures of different modes of travel (automobile, bus, train, plane, and rockets).

K. Display library books on transportation.

L. Visit a bus depot or train station or airport.

M. Display replicas of cars, trains, buses, planes, and rockets.

N. Play records about travel.

O. Show films and filmstrips on travel safety.

P. Show pictures of policemen, pilots, bus drivers, and taxi drivers.

- Q. Formulate a code of behavior for riding in private cars and public vehicles.
- R. Role play proper behavior in public places.
- S. List precautions to observe in crowds, on elevators, or on escalators.
- T. Make a list of things that can be done to promote safety in public places.
- U. Take a tour of the community to observe the hazardous areas that should be avoided, such as empty houses and construction sites.
- V. Show and discuss the film, "Dangerous Stranger."
- W. Discuss rules for bicycle safety.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activity to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <p>(1) Play walking games such as "Back to Back."</p> <p>(2) Play running games such as "There's a Crowd," "Simple Riley," or "Injun Tom."</p> <p>(3) Skip to music.</p> <p>(4) Play hopping games such as "Kangaroo Hop."</p> <p>(5) Play "Throw the Bean Bag."</p> <p>(6) Walk on "can" stilts.</p> <p>(7) Practice bicycle exercises.</p> <p>(8) Practice directing traffic.</p> <p>(9) Dramatize operating a car, bus, truck, plane, and bicycle.</p> <p>b. Engage in activities using fine muscles.</p> <p>(1) Draw or paint pictures of automobiles, buses, trains, planes, or other modes of travel.</p> <p>(2) Put commercial puzzles together.</p> <p>(3) Cut pictures of vehicles from magazines; paste them on cardboard; and cut them into puzzles.</p> <p>(4) Trace around patterns of trains, planes, and buses.</p> <p>(5) Engage in games involving directions, such as right-left, up-down, in-out, beside-behind.</p> <p>(6) Design car license plates.</p>	<p>a. Develop the taste, smell, and tactile senses.</p> <p>(1) Collect rocks, leaves, plants or sand on a field trip. Feel the differences among items collected.</p> <p>(2) Compare treads on tires.</p> <p>(3) Take a walking tour. Smell, feel, and note difference among flowers, trees, and shrubs.</p> <p>(4) Smell gasoline, oil, and car fumes.</p> <p>(5) Feel the texture of seat covers, vinyl tops, paint, and chrome.</p> <p>b. Develop visual skills.</p> <p>(1) View travel films.</p> <p>(2) Describe the difference among cars observed on a walking tour.</p> <p>(3) Describe the various means of travel seen on the way to school.</p> <p>(4) Describe the color of the sky.</p> <p>(5) On a walking tour, observe cars and draw a favorite.</p> <p>c. Develop auditory skills.</p> <p>(1) Listen to a record of different travel sounds, such as that of a train, a plane taking off, or a race car.</p> <p>(2) Listen and then describe traffic sounds heard on the way to school.</p> <p>(3) Play directional games.</p>	<p>a. Develop health habits.</p> <p>(1) Formulate health rules to follow when traveling.</p> <p>(a) Wash hands frequently.</p> <p>(b) Drink only clean, pure water.</p> <p>(c) Eat food that is clean.</p> <p>(d) Eat fruits that have been washed.</p> <p>(e) Drink milk from clean containers.</p> <p>(2) Discuss methods of keeping clean when traveling.</p> <p>(3) Use puppets to act out good health habits.</p> <p>(4) Discriminate when purchasing edibles from street vendors.</p> <p>(5) Use trash receptacles when traveling.</p> <p>(6) Make a class booklet showing good health habits to follow when traveling.</p> <p>b. Develop safety habits.</p> <p>(1) Discuss one's responsibility in traffic situations.</p> <p>(2) Draw or paint pictures showing good safety practices on streets, highways, and sidewalks.</p> <p>(3) Develop a code of behavior for riding a bus safely.</p> <p>(4) Take a walk in the school neighborhood. Look for safety signs.</p>



1. Pupil Activity to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(7) Make a "litter bag."</p>	<p>(4) Follow directions given for activities.</p> <p>(5) Follow instructions for work or play.</p> <p>d. Develop vocal skills.</p> <p>(1) Repeat a story.</p> <p>(2) Tell about a trip taken during a vacation.</p> <p>(3) Sing songs about travel.</p> <p>(4) Describe the differences among modes of travel.</p> <p>(5) Choose a picture from a travel display and describe it.</p> <p>e. Develop motor skills.</p> <p>(1) Take a walking tour.</p> <p>(2) Make collages or pictures illustrating transportation.</p>	<p>(5) Dictate or write an experience story on "How the Patrolmen or Safety Patrol helps me."</p> <p>(6) Dramatize safe methods of crossing streets.</p> <p>(7) Recognize and read safety signs.</p> <p>(8) Make safety signs.</p> <p>(9) Take a field trip to the highway office.</p> <p>(10) Review rules for safe bicycle riding.</p> <p>(11) Discuss how weather conditions create safety hazards.</p> <p>(12) Role play safety behavior in a bus or car.</p> <p>(13) Discuss safe walking rules in a parking lot.</p> <p>(14) Discuss ventilation in a car.</p> <p>(15) Discuss cleaning an interior of a car.</p> <p>(16) Discuss the "litterbug" and "litter bag".</p> <p>(17) Discuss the use of seat belts in a car and in a plane.</p>

# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Adjustment	3. Pupil Activities to Provide Language Development
<p>a. Role play riding a bus to the circus.</p> <p>b. View film No. S785 "Dangerous Stranger."</p> <p>c. Discuss situations that might develop while traveling.</p> <p>(1) Missing the bus</p> <p>(2) Losing money for fare</p> <p>(3) A stranger being friendly on a bus</p> <p>(4) A stranger offering a ride to school or town</p> <p>(5) Being involved in a car or bus accident</p> <p>(6) Car out of gas</p> <p>d. Role play walking home from school.</p> <p>(1) Go straight home.</p> <p>(2) Do not visit with strangers.</p> <p>(3) Stay on sidewalk.</p> <p>(4) Respect property of others.</p> <p>e. Identify pictures showing happiness, fear, friendliness, surprise, anger, and loneliness. Discuss what causes these reactions.</p> <p>f. Discuss control of emotions and behavior.</p> <p>(1) Anger</p> <p>(2) Pouting</p> <p>(3) Resenting correction</p>	<p>a. Role play a courteous pedestrian.</p> <p>b. Discuss behavior and set rules to follow on a field trip.</p> <p>c. Discuss importance of observing traffic directions while traveling.</p> <p>(1) Traffic lights</p> <p>(2) Safety signs</p> <p>(3) Street signs</p> <p>d. Practice being courteous to a bus driver; to a girl getting on a bus; to an elderly person on a bus.</p> <p>e. Develop a code of behavior to follow at a public gathering; dramatize it.</p> <p>f. Discuss being courteous to firemen, taxi drivers, and patrolmen.</p> <p>g. Listen to a story about a family taking a trip; ask questions.</p> <p>h. Discuss travel films.</p> <p>i. Dictate experience stories about a field trip, circus trip, or walk.</p> <p>j. Tell about a trip made by the family; answer questions.</p> <p>k. Practice using such courtesy words as, "please," "thank you," and "excuse me."</p> <p>l. Practice making introductions.</p> <p>m. Discuss preparations necessary to make a trip.</p>	<p>a. Practice giving name, address, and telephone number orally.</p> <p>b. Listen to stories about travel; then tell the story from memory.</p> <p>c. Discuss reasons for taking a trip.</p> <p>(1) To have fun or pleasure</p> <p>(2) To take care of business</p> <p>(3) To obtain information</p> <p>(4) To visit a sick relative</p> <p>(5) To attend church</p> <p>d. Discuss the advantages and disadvantages of different modes of travel.</p> <p>e. Identify right and left when traveling or walking.</p> <p>f. Recall events of a weekend trip.</p> <p>g. Tell a story in sequence.</p> <p>h. Practice calling for reservations on a trip.</p> <p>i. Follow two or more directions.</p> <p>j. Contribute to a group experience following a field trip.</p> <p>k. Recall names of streets in the neighborhood.</p> <p>l. List things that need to be done when the family prepares for a trip.</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Adjustment (cont.)	3. Pupil Activities to Provide Language Development (cont.)
<p>g. Dramatize asking a patrolman for directions to a place of business or a street.</p>	<p>n. List people in the community who make traveling easier.</p> <ul style="list-style-type: none"> <li>(1) Postmen</li> <li>(2) Policemen</li> <li>(3) Bus drivers</li> <li>(4) Travel bureau employees</li> <li>(5) Service station attendants</li> <li>(6) Bus station employees</li> <li>(7) Parking lot attendants</li> <li>(8) Airlines employees</li> <li>(9) Telephone operators</li> </ul> <p>o. Discuss respect for all workers.</p>	<p>m. Give class directions for travel from school to home.</p> <p>n. Take a "Seeing I. ip" around the block. Each child will look for one specific object and report it as soon as it is seen.</p> <p>o. Describe a familiar sound and have others guess what it is.</p> <p>r. Begin a story and let others add to it.</p> <p>q. Play Lotto using things that go together.</p> <p>r. Identify singular and plural pictures of cars, trucks, buses, and bicycles.</p> <p>s. Discuss safety rules for use of the bicycle.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Readiness	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Increase Vocational Awareness
<p>a. Use quantitative concepts such as short-long, near-far, and more-less to describe field trip.</p> <p>b. Recognize shapes on teacher-prepared sheets.</p> <p>c. Develop visual recognition of groups of objects.</p> <p>d. Count objects on a walking tour such as telephone poles, white houses, black cars, and churches.</p> <p>e. Count a given amount of money.</p> <p>f. Identify coins.</p> <p>g. On a make-believe trip, count out fare.</p> <p>h. Count the blocks around the school.</p> <p>i. Discuss and measure a truck or car with a yardstick.</p> <p>j. Measure 50 feet on the sidewalk or school playground.</p> <p>k. Count the cars parked in a block--two-door and four-door cars, old and new cars, or black cars.</p> <p>l. Discuss terms of distance such as block or mile.</p> <p>m. Count out the amount of money needed to ride a city bus.</p> <p>n. Make a time schedule for going to and from school.</p>	<p>a. Discuss the role of each member of the family when preparing for a trip.</p> <p>b. Locate the parking places near the school building.</p> <p>c. Take a walk around the neighborhood. Identify streets and buildings.</p> <p>d. Locate home, school, and city park on a city map.</p> <p>e. Discuss how landmarks help orient one when traveling.</p> <p>f. Arrange travel pictures in sequence.</p> <p>g. Share experiences of a field trip with another class.</p> <p>h. Discuss suitable clothing to wear when traveling.</p> <p>i. Discuss ways to become familiar with neighborhood, home, and school.</p> <p>j. Make a map of the neighborhood on the bulletin board. Draw and cut out a picture of each home and place it on the correct street.</p> <p>k. Place a city map on the bulletin board. Arrange pictures of homes around the map and run a string from each home to its correct street.</p> <p>l. Make a bulletin board or chart on weather. Read the temperature inside and outside each day and record it on the chart.</p> <p>m. Discuss how weather conditions such as rain, snow, or ice affect travel.</p>	<p>a. Follow three directions in sequence.</p> <p>b. Use different art media such as chalk, crayons, clay, or paint to describe a field trip or walking tour.</p> <p>c. Evaluate own performance of tasks.</p> <p>d. Practice estimating the time used when taking a trip.</p> <p>e. Conform to accepted standards of behavior when on a field trip.</p> <p>f. Discuss how a family prepares for a trip and tell what task each member performs.</p> <p>g. Complete tasks in allotted time.</p> <p>h. Discuss the correct city bus to take to town or to middle school. Discuss methods of transferring on city buses.</p> <p>i. Discuss the route a private car would take from school or home to town or shopping center.</p> <p>j. Clean car windows of school personnel's cars; wipe off car lights; clean chrome; clean license plate.</p> <p>k. Check bicycle tires; clean bicycles; check locks on bicycles.</p>

1. Pupil Activities to Develop Number Readiness (cont..)	2. Pupil Activities to Help Understand the Environment (cont..)	3. Pupil Activities to Increase Vocational Awareness (cont..)
<p>o. Using mimeographed blank clocks, draw hands on each clock designating time different school bells ring and time for school bus' arrival and departure.</p> <p>p. Count to 200.</p> <p>q. Count by fives to 100.</p> <p>r. Count by tens to 100.</p>		



## V. EVALUATIONS

- A. Did the pupil learn to move around his neighborhood?
- B. Did the pupil become familiar with the different modes of travel in the community?
- C. Did the pupil learn where he could get help when moving around the neighborhood or community?
- D. Did he further develop gross and fine muscles?
- E. Did the pupil extend his good health habits?
- F. Did the pupil exhibit safe habits when riding, skating, bicycling, or using other modes of travel?
- G. Did the pupil display proper attitudes toward and respect for operators of public transportation?
- H. Did the pupil show respect for public property?
- I. Did the pupil learn to identify highway signs?
- J. Did the child learn traffic laws that are of value to him?
- K. Did the pupil learn about the vocational possibilities of transportation?
- L. Did the child learn to observe and read street signs in the community?

## VI. SUGGESTED FILMS (Available from Education Service Center, Region XI)

S	639	Bicycle Safety
S	994	The Calendar-Days, Weeks, Months
Q	476	City Bus Driver
S	785	Dangerous Stranger
S	12	Development of Transportation
K	192	I'm No Fool with a Bicycle
S	1028	A Monkey Tale-Bicycle Safety
LK	632	School Bus Patrol
LK	761	Stop, Look and Think
GK	213	Transportation-Footpath to Air Lane

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

- Buell, Ellen Lewis. *A Treasury of Little Golden Books*, Golden Press, 1960.
- Evers, Alf. *The Brave Little Steam Shovel*, Wonder Books, 1951.
- Jackson, Kathryn. *Pets Around The World*, Silver, 1957.
- Kaufman, Joe. *The Golden Happy Book of Words*, Golden Press, 1963.
- Lewellen, John. *Moon, Sun, and Stars*, Children's Press, 1954.
- McGovern, Ann. *Why It's a Holiday*, Random House, 1960.
- Miles, Betty. *What Is the World?* Knopf, 1958.
- Pease, Josephine Van Dolzen. *One, Two Cock-A-Doodle-Do*, Rand McNally, 1950.
- Pierce, June. *Finger Plays and Action Rhymes*, Wonder Books, 1955.
- Pope, Billy N. and Ramona Ware Emmons. *Your World: Let's Take An Airplane Trip*, Taylor, 1966.
- Pope, Billy N. and Ramona Ware Emmons. *Your World: Let's Go to the Supermarket*, Taylor, 1966.
- Pope, Billy N. and Ramona Ware Emmons. *Your World: Let's Go to the Zoo*, Taylor, 1966.
- Pope, Billy N. and Ramona Ware Emmons. *Your World: Let's Visit the Fire Station*, Taylor, 1966.
- Rambeau, John and Nancy. *Jim Forest and The Bandits*, Wagner, 1959.
- Rambeau, John and Nancy. *Jim Forest and Ranger Don*, Wagner, 1959.
- Scarry, Patsy. *Schools Around the World*, Silver, 1957.
- Tudor, Tasha. *Mother Goose*, Walch, 1944.
- Wasserman, Selma and Jack. *Sailor Jack*, Benefic Press, 1960.

Wasserman, Selma and Jack. *Sailor Jack's New Friend*, Benefic Press, 1960.

Wasserman, Selma and Jack. *Sailor Jack and Bluebell*, Benefic Press, 1960.

Woolley, Catherine. *I Like Trains*, Harper, 1965.

Zaffo, George J. *The Giant Nursery Book of Travel Fun*, Doubleday, 1965.



# COMMUNICATION

UNIT VII

## UNIT VII

### COMMUNICATION

(Suggested Time: 2-3 Weeks)

#### I. INTRODUCTION

The mentally retarded child can ordinarily become more adept in the skill of oral language than in written language. Most of his communication with others will be through listening and speaking. Most of the information he acquires will be from the spoken word. If he learns to listen and observe well, many of the difficulties imposed upon him from lack of ability to read can be partially overcome. Many activities are provided in this unit for experiences in oral language. Some of the common methods used in the development of speaking and listening skills are taking part in discussions and conversations, making reports, telling stories, using the telephone, participating in plays, playing games, making introductions, making announcements, giving descriptions, and taking part in every day assignments and activities.

Since mentally retarded children find written communication very difficult and have limited need for expressing themselves through the written word, the task of the teacher will be that of teaching thoroughly those few words they will use in their everyday experiences. Legibility of writing should receive primary emphasis since the pupil will be faced with few circumstances where speed would be necessary.

The need to communicate is universal and of extreme importance. Personal happiness, vocational success, and even individual and national survival depend largely on the development of adequate skills in communication. Communication skills are divided into two categories--expressive, which includes speaking and writing, and receptive which includes listening and reading.

In Level II many pre-readiness and readiness skills are presented so that the child may experience and master the basic sensory ways of communication. This unit seeks to broaden further the child's fund of experiences so that the communication skills will be improved.

#### II. OBJECTIVES

- A. To develop language skills, both expressive and receptive
- B. To promote the efficiency of both giving and receiving directions



- C. To develop in the child greater proficiency in writing
- D. To assist the child in developing an adequate vocabulary
- E. To improve the child's perception of sound by creating a desire to be a good listener
- F. To foster a desire to maintain good relationship with other people
- G. To promote in the child satisfaction and self-realization
- H. To aid the child in learning the importance of communication in every facet of life
- I. To promote a carry-over of good personal, social, and emotional habits from school to home and community life
- J. To present opportunities for advancing physical competencies
- K. To foster continuing development of vocational competencies
- L. To teach the child through repetition and concrete examples to connect one experience with another

### III. MOTIVATING ACTIVITIES

- A. Provide paper, tempera paint, and brushes for the child to express himself after hearing a favorite story.
- B. Tape a story that emphasizes some of the letters of the alphabet.
- C. Take a field trip to the telephone company to observe the importance of communication.
- D. Watch a telephone repairman at work.
- E. Display telephones from the telephone company.
- F. On the flannel board depict good manners to be observed while using the telephone.
- G. Provide a "walkie-talkie" in the classroom.

- H. Listen to a radio weather forecast.
- I. Watch an educational or recreational program on television.
- J. Display pictures of various types of communication.

#### IV. DEVELOPMENT OF GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <p>(1) Make large circles, triangles, squares, and diamonds on the chalk board.</p> <p>(2) Perform exercises on the walking beam.</p> <p>(a) Walk forward.</p> <p>(b) Walk backward.</p> <p>(c) Slide sideways.</p> <p>(d) Walk heel to toe.</p> <p>(e) Walk with one foot on the beam and one foot on the ground or floor.</p> <p>(3) Make the alphabet on the chalkboard, listening to directions or copying from transparency.</p> <p>(4) Print names of classmates or familiar objects on the chalkboard.</p> <p>(5) Do exercises on a mat on the floor.</p> <p>(a) Rolling forward and backward</p> <p>(b) Angels in the Snow</p> <p>(c) Tumbling exercises</p> <p>(6) Play strenuous games.</p> <p>b. Engage in activities using fine muscles.</p> <p>(1) Make circles, squares, and straight and slanted lines on paper.</p>	<p>a. Develop musical skills.</p> <p>(1) Draw a line from left to right connecting two dots. Repeat this as a word is written to denote left to right progression.</p> <p>(2) Write own name on the board to note left to right progression.</p> <p>(3) Write "T" on the top of the page and "B" on the bottom of the page to note top to bottom progression.</p> <p>(4) Make numbers 1-5 from top to bottom to note top to bottom progression.</p> <p>(5) Use transparencies or duplicated material for visual discrimination.</p> <p>(a) Gross differences in letters or shapes</p> <p>(b) Gross likenesses in letter or shapes</p> <p>(c) Detailed likenesses in letters or shapes</p> <p>(d) Detailed differences in letters or shapes</p> <p>(6) Interpret pictures to denote type of action or skill. Use magazine pictures, professionally made pictures, or transparencies.</p> <p>(a) Running</p> <p>(b) Walking</p> <p>(c) Skipping</p>	<p>a. Develop health habits.</p> <p>(1) Discuss nutrition.</p> <p>(a) Elements of a good breakfast</p> <p>(b) Elements of a good lunch</p> <p>(c) Elements of a good dinner</p> <p>(2) Discuss and show pictures of body-building foods.</p> <p>(a) Milk - bones and teeth</p> <p>(b) Fruit - skin</p> <p>(c) Eggs and bacon - tissue</p> <p>(3) Discuss and make a poster of the origin of such foods as the following.</p> <p>(a) Eggs</p> <p>(b) Meat</p> <p>(c) Milk</p> <p>(d) Fruit</p> <p>(e) Vegetables</p> <p>(f) Cereal</p> <p>(4) Make and keep class and individual health charts.</p> <p>(5) Use pictures to discuss the necessity of body cleanliness.</p> <p>(a) Care of teeth</p> <p>(b) Care of nails</p>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(2) Copy name from tagboard on to paper.</p> <p>(3) Begin to copy experience stories from the chalkboard.</p> <p>(4) Make designs from coloring book using dot to dot technique.</p> <p>(5) Draw balls, lollipops, scooters, wagons, and stick figures.</p> <p>(6) Trace over color patterns.</p> <p>(7) Trace dotted word.</p> <p>(8) Write color words as they are presented.</p> <p>(9) Copy two-word sentences from the board.</p>	<p>b. Develop auditory skills.</p> <p>(1) Close eyes one minute. Tell what is heard.</p> <p>(2) Listen for one minute and tell the sounds made by people (or machines or animals).</p> <p>(3) Listen to a rhythm instrument and identify it.</p> <p>(4) Play rhyming games.</p> <p>(a) Ask classmate to tell a word that rhymes with one you select.</p> <p>(b) Use Dolch's rhyming word cards for a game.</p> <p>(5) Play a guessing game. Name things that are something you see or something you hear, such as a thick forest, a soft answer, or a snow storm.</p> <p>(6) Give verbal directions under "Follow the Leader." Start with simple directions and progress to the more complex.</p> <p>(7) Use musical instruments to note fastness, slowness, loudness, and softness. Discuss the beat and count the rhythm.</p>	<p>(c) Care of hair</p> <p>(d) Necessity of frequent baths</p> <p>(6) Make a chart depicting time to go to bed and time to get up. Discuss the value of sleep and rest.</p> <p>b. Develop safety habits.</p> <p>(1) Make an experience chart of safety in the home.</p> <p>(a) In play areas</p> <p>(b) In the kitchen</p> <p>(c) With toys</p> <p>(2) Discuss safety at school using puppets.</p> <p>(a) In hallways</p> <p>(b) On stairs</p> <p>(c) In the cafeteria</p> <p>(d) In the restrooms</p> <p>(3) Pantomime safety rules on the playground.</p> <p>(a) With games</p> <p>(b) With equipment</p> <p>(4) Discuss safety on the streets.</p> <p>(a) At crossings</p> <p>(b) With safety patrols</p> <p>(c) In buses or cars</p>

# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Discuss the following topics.</p> <p>(1) The need for love and affection</p> <p>(2) The need for showing appreciation and love</p> <p>(3) The need for success</p> <p>(4) The need for self expression</p> <p>(5) The need for recognition and approval</p> <p>b. Use puppets to demonstrate ways to understand others and demonstrate the best ways to meet difficult situations.</p> <p>c. Dramatize ways to make and keep friends.</p> <p>d. Read the story, "The Boy Who Cried 'Wolf.'"</p> <p>e. Discuss why we are critical of others.</p> <p>f. List ways we can combat unsociableness and selfishness in others.</p> <p>g. Discuss the following nonacceptable behavior and how it affects us.</p> <p>(1) Cheating</p> <p>(2) Lying</p> <p>(3) Stealing</p> <p>(4) Impudence</p> <p>(5) Rudeness</p> <p>h. Make a list of behavior for one day. Note the desirable and undesirable behavior.</p>	<p>a. Discuss the kinds of behavior that make people liked and popular.</p> <p>b. Discuss the kinds of behavior that make people disliked and unpopular.</p> <p>c. Listen to stories describing people with good and bad qualities.</p> <p>d. Pantomime a recent incident and how the situation should have been handled.</p> <p>e. Discuss the importance of a <i>smile</i>.</p> <p>f. Discuss the importance of respect for the differences in others.</p> <p>g. List ways to develop self-respect.</p> <p>h. Make a chart story about accepting responsibilities.</p> <p>i. Dictate a story about someone who is a <i>bully</i> and what he did. Choose a classmate to tell how he would handle the situation in the best possible manner.</p> <p>j. Discuss day dreaming and inattention and the solution.</p> <p>k. Pantomime a temper tantrum before a mirror. Note the communication of this type of behavior.</p> <p>l. Name someone who is well adjusted and discuss what he does.</p> <p>m. Role play story book characters who are liked or disliked and let classmates guess who they are, such as Rumpelstiltskin, the Honest Woodsman, and King Midas.</p> <p>n. Practice telephone courtesies.</p>	<p>a. Make a list of early communication devices and include some today. Make an experience chart.</p> <p>(1) Drums</p> <p>(2) Smoke signals</p> <p>(3) Runners</p> <p>(4) Carvings of pictures on stones</p> <p>(5) Gestures</p> <p>(6) Grunts and groans</p> <p>(7) Telegraph</p> <p>(8) Postal service (pony express)</p> <p>(9) Telephone</p> <p>(10) Radio</p> <p>(11) Television</p> <p>(12) Speech</p> <p>b. Make a booklet on communication. Draw or cut out pictures to paste in the book. Label each picture.</p> <p>c. Make an experience chart after visiting the telephone company.</p> <p>d. Discuss the importance of effective communication.</p> <p>e. Practice words, letters, and names before a mirror. Watch the tongue and lips.</p> <p>(1) Blends</p>



1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
<p>i. Discuss how to accept defeat or failure. Talk about famous Americans who were defeated (George Washington, for example) but later achieved success.</p>		<p>(a) <i>Sw</i> as in <i>swim</i></p> <p>(b) <i>Dr</i> as in <i>drink</i></p> <p>(c) <i>Fr</i> as in <i>from</i></p> <p>(d) <i>Bl</i> as in <i>black</i></p> <p>(2) Vowels</p> <p>(a) Long</p> <p>(b) Short</p> <p>f. Tell orally in complete sentences and practice writing, if possible, personal data.</p> <p>(1) Name</p> <p>(2) Address</p> <p>(3) Telephone number</p> <p>(4) Name of parents</p> <p>(5) City</p> <p>(6) State</p> <p>g. List proper use of telephone. Practice dialing own number, answering, and saying "goodbye."</p> <p>h. Learn names of class members by passing out papers.</p> <p>i. View film on communication skills. (Eye Gate - 180 "Improving Communication Skills")</p> <p>j. Practice matching beginning sounds with pictures that are teacher made.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
<p>a. Write address on the chalkboard. Make the number of strokes each number represents.</p> <p>b. Rote count to 10. Count 10 pennies or 10 pieces of paper.</p> <p>c. Use beads, pegs, or other objects to count and understand numbers through 10.</p> <p>d. View number written on the chalkboard and show on the abacus which number it is by counting the beads.</p> <p>e. Count the number of letters in your first, middle, and last names.</p> <p>f. Complete a mimeograph sheet of objects to be counted.</p> <p>g. Play games on the chalkboard using a trans- parency of objects. Draw a line from the objects to the number that they represent. Have a contest between equally divided groups.</p> <p>h. Write on the chalkboard numbers before and after the numbers listed. A trans- parency may be used.</p> <p>i. Use real money to buy objects in class. Make change for a nickel and dime. Use pennies and nickels.</p> <p>j. Write a number and the corresponding number word.</p> <p>k. Make flash cards with number words on one side and numbers on the other side. Play games.</p> <p>l. Construct math booklets using groupings and numerous mathematics exercises.</p>	<p>a. Discuss the Seasons.</p> <p>(1) Names of the seasons</p> <p>(2) Changes of seasons such as weather, vegetation, temperature and clothing.</p> <p>b. Discuss the holidays that come in each season.</p> <p>c. Observe the daily weather and mark it on the weather calendar or write it on the chalkboard.</p> <p>d. Construct a wind direction finder.</p> <p>e. Construct a kite for windy weather. Fly it at play time.</p> <p>f. Make a thermometer to keep the temperature every day.</p> <p>g. Sing songs relating to each holiday.</p> <p>h. Make seasonal booklets with pictures and objects collected on walks or field trips.</p> <p>i. Listen to records that say something about the weather, such as "White Christmas," "Rudolph, the Red-Nosed Reindeer," and "Six Little Ducks."</p> <p>j. View films or filmstrips about seasons, such as "Winter on the Farm."</p> <p>k. Listen to the weatherman on the radio or television. Discuss what he said. Note if he made a correct prediction.</p> <p>l. Discuss why weather reports are needed.</p>	<p>a. Discuss why adequate health knowledge, consistent practice of good health habits, and high level cooperation with fellow workers is often the deciding factor in success if one already has vocational knowledge and manual competence.</p> <p>b. Discuss the concept of "good service" as related to trades people.</p> <p>c. Make a scrapbook of pictures relating to various types of employment.</p> <p>d. List on the chalkboard the reasons why communication plays a dominant role in securing and holding a job.</p> <p>e. Put on a play depicting good and bad attitudes as related to employment.</p> <p>f. Discuss the saying, "Actions speak louder than words."</p> <p>g. Construct a "play" store. Rotate jobs among classmates. Pantomime the service that everyone likes to receive. Practice introductions, greetings, and other social interactions.</p> <p>h. Discuss cleanliness of the store and the helpers.</p> <p>i. Dramatize the proper way of answering the door and the art of accepting or refusing services offered if parents are not at home.</p> <p>j. Discuss the difference between need and luxury. Name some luxuries.</p> <p>k. Have a short skit on "How Can I Be of Service in My School or Home?"</p>

1. Pupil Activities to Develop Number Concepts (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
<p>m. When viewing films or listening to stories, remember numbers mentioned or count the objects or people you see.</p> <p>n. Remember the colors you see or color objects that are mentioned in stories, poems, or records.</p> <p>o. Plant two seeds in each of two pots. When they grow, water one; do not water the other; observe the results and discuss the need for water. Do the same using sunshine and darkness.</p> <p>p. Complete mimeograph masters on <i>Time, Measurement</i>, and <i>United States Money</i>, Level I, by Continental Press.</p>	<p>m. Discuss and make a booklet on animals, such as pets, farm animals, zoo animals, circus animals, and wild animals.</p> <p>n. Discuss the uses of animals. Read stories about food, clothing, and protection.</p> <p>o. Draw or construct animal homes, such as trees, caves, fields, burrows, and water.</p> <p>p. List on the chalkboard the food of animals, such as insects, meat, nuts, grass, and nectar.</p> <p>q. Discuss the sounds, care, and safety of animals.</p> <p>r. Make a booklet on kinds of plants, such as trees, grass, bushes, and flowers.</p> <p>s. Discuss uses of plants for food, shelter, and decoration.</p> <p>t. Observe and record on the experience chart the elements of land, air, and water.</p>	<p>l. Make a tape about the importance of punctuality.</p> <p>m. List ways we can assist our family in being punctual for all events.</p> <p>n. Name or list the cheerful people you know.</p> <p>o. Give views on gaining advancements.</p> <p>p. Name people who are your friends.</p>

## V. EVALUATION

- A. Did the pupil improve in expressive and receptive language skills?
- B. Did the pupil become more efficient in giving and receiving instructions?
- C. Did the pupil increase his skill in writing?
- D. Did the pupil's vocabulary improve?
- E. Did the pupil improve in listening?
- F. Did the pupil improve in his relations with other people?
- G. Did the child learn the importance of communications?
- H. Did the pupil gain in self-realization and satisfaction?
- I. Did the pupil improve in competencies?
- J. Did the pupil improve in vocational competencies?
- K. Did the pupil learn to relate several experiences?

## VI. SUGGESTED TEACHING AIDS

### A. Filmstrips (Eye Gate House)

- 192A The Busy Bees--Joy in helping others
- 192 Little Things That Count--A character building series
- 192E One Rainy Day--Importance of listening
- 192H Please Is a Good Word--Good manners

### B. Films (Available from Education Service Center, Region XI)

- Q 927 Animals and How They Communicate
- K 222 A Badger's Bad Day
- GK 207 Communications and the Community

S 68 Development of Communication  
LK 14 A Letter to Grandmother  
LK 483 A Newspaper Serves Its Community  
K 83 Rumpelstiltskin

C. Audio Tapes (Stories)

747-15 The Kitten Who Listened

For other tapes see the supplemental catalog for the Media Lending Library.

D. Duplicator Masters (Continental Press)

Time, Level I  
Measurement, Level I  
United States Money, Level I

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*, Harcourt, 1958.

Bryan, Dorothy. *Just Tommie*, Dodd, 1961.

Fischer, Hans. *Pitschi*, Harcourt, 1953.

Funk, Tom. *I Read Signs*, Holiday, 1962.

Greene, Carla. *What Do They Do?* Harper, 1965.

Harmer, Mabel. *The True Book of the Circus*, Children's Press, 1955.

Hart, Jane. *Let's Think About Time*, Hart, 1965.

Hoffman, Elaine and Jane Hefflefinger. *Helpers Who Work at Night*, Children's Press, 1967.

Holland, Marion. *A Big Ball of String*, Random House, 1958.

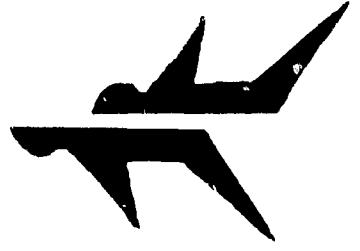
Mason, Miriam E. *Randy's Holiday*, Macmillan, 1967.



- Miner, Irene. *The True Book of Communication*, Children's Press, 1961.
- Miner, Irene. *The True Book of Post Office and Its Helpers*, Children's Press, 1955.
- Newman, Shirlee and Diane Sherman. *People Who Run Your City*, Children's Press, 1963.
- Vasiliu, Mircea. *The Merry Wind*, John Day, 1967.
- Vasiliu, Mircea. *The Year Goes Around*, John Day, 1964.

# RECREATION AND LEISURE

## UNIT VIII



## UNIT VIII

### RECREATION AND LEISURE

(Suggested Time: 4-5 Weeks)

#### I. INTRODUCTION

As the Level II child matures mentally and physically, recreation and leisure become increasingly more important. He needs to discover wholesome activities to occupy his time in a desirable manner and at the same time promote the development of social, emotional, and physical growth.

#### II. OBJECTIVES

- A. To encourage and deepen an awareness of various types of recreational activities
- B. To examine recreational facilities offered in the community and compare the differences
- C. To help the child discover the sources of entertainment that are available in the home
- D. To strengthen the pupil's understanding of how recreation and leisure time activities aid us
- E. To promote good mental and physical health
- F. To help each pupil recognize the importance of personal and social relationships
- G. To foster the appreciation of the good qualities found in all people
- H. To foster an increased appreciation and understanding of physical materials and beauty that surround us
- I. To further the development of a happy, healthy, and well-balanced personality
- J. To develop pupil interest in social activities that promote friendship

#### III. MOTIVATING ACTIVITIES

- A. Display miniature playground equipment.

- B. Take a field trip to a city park that is well supplied with various play equipment.
- C. Have a picnic on the school grounds or near the school.
- D. Listen to records about pets.
- E. Display a fun bulletin board.
- F. View a filmstrip about a vacation (Eye Gate 192G - Tony's Summer Vacation).
- G. Invite a parent to show slides of a vacation.
- H. View a filmstrip on sharing (Eye Gate 192B - Lucy Learns to Share).
- I. Have a bicycle or scooter race.
- J. Take a trip to a skating rink or a bowling alley.
- K. Take a trip to the zoo.
- L. Display zoo posters with names of animals to match.
- M. Make a diorama of the zoo.
- N. Make a replica of the zoo using match boxes and stand-up animals.

#### IV. DEVELOPMENTAL GOALS FOR CHILDREN

##### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <p>(1) Run, hop, and skip in relays.</p> <p>(2) Climb slides, the jungle gym, trees, and poles.</p> <p>(3) Play hopscotch.</p> <p>(4) Jump rope to rhymes.</p> <p>(5) Square dance.</p> <p>(6) On the balance beam, walk forward, walk backward, and walk sideways.</p> <p>(7) Ride a bicycle or scooter.</p> <p>(8) Have a skating race.</p> <p>b. Engage in activities using fine muscles.</p> <p>(1) Work on hobbies.</p> <p>(a) Make model airplanes.</p> <p>(b) Cut and paste stamps.</p> <p>(c) Weave a scarf.</p> <p>(d) Sew a bean bag.</p> <p>(2) Play games such as tic-tac-toe, checkers, dominoes, puzzles, or cards.</p> <p>(3) Color and paint.</p> <p>(4) Build things with such objects as blocks, inch cubes, and tinker toys.</p> <p>(5) Make beads of chinaberries or seeds collected on a field trip to the park.</p>	<p>a. Develop the taste, smell, and tactile senses.</p> <p>(1) Make, taste, and feel popcorn balls.</p> <p>(2) Make and taste candied apples.</p> <p>(3) Make and taste fudge.</p> <p>(4) Make a drink from a mix and taste it.</p> <p>(5) Crack, shell, and eat pecans.</p> <p>(6) Build a tunnel in wet sand.</p> <p>b. Develop visual skills.</p> <p>(1) Compare likes and differences on teacher-made transparencies.</p> <p>(2) Select and mark the objects that are different on a prepared sheet.</p> <p>(3) Choose the different object in a row of toys or animals.</p> <p>(4) Assemble an animal or pet puzzle.</p> <p>(5) Assemble a puzzle of geometric shape.</p> <p>(6) Make an inch cube design following a pattern.</p> <p>(7) Follow the numbered dots to make a picture.</p> <p>c. Develop auditory skills.</p> <p>(1) Listen to records of stories and music and recall the main idea.</p> <p>(a) Animal stories</p>	<p>a. Collect foods that can be eaten on a picnic (plastic or pictures).</p> <p>b. Make a mobile of a well-balanced meal or of the categories of food.</p> <p>c. Discuss and practice the proper way to drink from a water fountain.</p> <p>d. Listen to a health story about breathing fresh air.</p> <p>e. View a film or filmstrip about health.</p> <p>f. Mark each child's height on a long piece of paper on the wall.</p> <p>g. Make a weight chart and check each child's height and weight against the charts at the end of the year.</p> <p>h. Make a book of rules for good health. Design the cover to represent a fruit or vegetable.</p> <p>i. Listen to the school nurse discuss safety habits on a vacation.</p> <p>j. Make a picture dictionary of things the nurse does at school.</p> <p>k. Dramatize a mother's action when someone is injured.</p> <p>l. Dramatize the nurse's action when someone becomes ill at school.</p> <p>m. Discuss what to do if one becomes injured and no adult is home.</p> <p>n. Discuss safety in the swimming pool, in the creek, in a river, or in a lake.</p>



1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
	<p>(b) People stories</p> <p>(c) Fantasy stories</p> <p>(d) Rock and roll music with words</p> <p>(2) Identify bird calls, game noises, and sports noises.</p> <p>d. Develop vocal skills.</p> <p>(1) Sing favorite songs.</p> <p>(2) Dramatize a favorite vocalist.</p> <p>(3) Dramatize a favorite story using stick and paper-bag puppets.</p> <p>(4) Dramatize a baseball umpire.</p> <p>(5) Call signals for a football team.</p>	<p>o. Design a safety poster for the football stadium or for the playground.</p> <p>p. Discuss the use of safety belts in a car.</p>

# B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunities for Social Development	3. Pupil Activities to Provide Language Development
<p>a. View the filmstrip, "Try, Try Again," on perseverance (Eye Gate 192D).</p> <p>b. Discuss the following topics.</p> <p>(1) What else can we share besides our personal belongings?</p> <p>(2) Does sharing in an activity bring greater enjoyment? Why?</p> <p>(3) Does arguing gain friends?</p> <p>c. Dramatize a situation with an angry person using magnetic characters on the magnetic board. Dramatize the right way to handle the same situation.</p> <p>d. Use hand puppets to describe a happy or sad situation.</p> <p>e. Record on tape an angry voice or a happy voice. Listen to the tape and discuss which is best and why?</p> <p>f. Read stories concerning happiness.</p> <p>g. Invite the principal to speak on how accepting responsibility brings happiness.</p> <p>h. Make a booklet using magazine pictures of happy people.</p> <p>i. Tell about recent happy or sad dreams.</p> <p>j. Discuss why our attitudes influence the way we behave.</p> <p>k. Make a bulletin board using happy faces from magazines.</p> <p>l. Describe the happiest time in your life.</p>	<p>a. View a film or filmstrip on sharing (Eye Gate 192B - "Lucy Learns to Share").</p> <p>b. Discuss the following topics.</p> <p>(1) Why does a selfish person soon lose all his friends?</p> <p>(2) How can one have fun alone or with someone else?</p> <p>c. View one or more filmstrips on manners.</p> <p>d. List on an experience chart all the social activities that have been available during a week at school or at home.</p> <p>e. Dramatize proper manners to be used on a school picnic.</p> <p>f. Dictate for a chart story the proper way to greet acquaintances.</p> <p>g. Select committees of four to develop a nature corner, a recreation corner, and a reading corner.</p> <p>h. Dramatize a situation using the courtesy words.</p> <p>i. Draw scenes from filmstrips or stories.</p> <p>j. Make a list of things to do alone and things to do with friends.</p>	<p>a. Discuss the following topics.</p> <p>(1) Why is the cooperation of each pupil important to the entire school?</p> <p>(2) Why is listening important to more than the speaker?</p> <p>b. View a filmstrip on cooperation (Eye Gate 192E - "One Rainy Day").</p> <p>c. Describe a favorite television show and tell why it is liked.</p> <p>d. Tell about a favorite radio program and why it is liked.</p> <p>e. List on an experience chart the many activities that are available every day during leisure time.</p> <p>f. Pantomime a favorite movie, television show, or sport.</p> <p>g. Play charades using a favorite sports character.</p> <p>h. Take a field trip to the park and note the playground equipment that is available. List these in a notebook.</p> <p>i. Listen to records about pets and discuss their care and why they are important to us.</p> <p>j. Record on tape the impression of the visit to a skating rink or bowling alley.</p> <p>k. Dramatize a bicycle or scooter race with puppets.</p> <p>l. View a filmstrip about a vacation (Eye Gate 192G - "Tony's Summer Vacation").</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunities for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
<p>m. Tell a story that makes one smile.</p> <p>n. Play a nonsense game.</p> <p>o. Use toy telephones to talk to friends in the class.</p> <p>p. Start a story and choose someone to add a funny ending.</p>		<p>m. Match animal sounds with pictures on a flannel board.</p> <p>n. Dramatize "Chicken Little," "The Ugly Duckling," and "The Little Red Hen."</p> <p>o. Finish a story someone else has started.</p> <p>p. Write thank-you notes to speakers.</p> <p>q. Make a booklet containing favorite cartoons in sequence.</p> <p>r. Make a scrapbook of favorite movie stars and write names below the pictures.</p> <p>s. Make alphabet cards and draw a picture that begins with each letter.</p> <p>t. Play "Old Maid" with a friend during free-play time.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Help Understand Environmental Awareness	3. Pupil Activities to Increase Developing Vocational Awareness
<p>a. Count the toys and games at home and at school.</p> <p>b. Discuss the number of players needed for various games, both indoors and outdoors.</p> <p>c. Count the number of people seen in a film-strip.</p> <p>d. Keep score on relays and games.</p> <p>e. Compare sizes of recreational equipment at school or park.</p> <p>f. Count rollers on skates and compare this with wheels on bicycles and tricycles.</p> <p>g. Divide equally the number of pecans or objects found by giving each child one at a time.</p> <p>h. Make a gumdrop tree with each child contributing an equal amount of gumdrops.</p> <p>i. Discuss the fact that two halves make a whole.</p> <p>(1) Crack a pecan and observe.</p> <p>(2) Cut an apple in two equal parts.</p> <p>(3) Cut a circle in two equal pieces.</p> <p>(4) Divide a peach, orange, or banana.</p> <p>(5) Use a transparency about halves and trace diagram.</p> <p>(6) Demonstrate equal parts with magnetic figures (geometric).</p> <p>j. Describe by color, size, and shape what mother buys at the store.</p>	<p>a. Discuss and classify the types of animals observed at the zoo.</p> <p>b. List the types of environments needed by various animals.</p> <p>c. Discuss the following things about zoo animals.</p> <p>(1) What the animals have in common</p> <p>(2) The number of legs</p> <p>(3) Eating and breathing habits</p> <p>(4) Color</p> <p>(5) Sizes</p> <p>d. Discriminate the similarities and differences among people, plants, buildings, cars, or other things noticed on a field trip.</p> <p>e. Make word cards to match pictures of objects.</p> <p>f. Discuss and make a booklet about pets, classified according to inclosure.</p> <p>(1) Aquarium pets</p> <p>(a) Tropical fish</p> <p>(b) Frogs</p> <p>(c) Turtle</p> <p>(d) Snails</p> <p>(2) Cage animal pets</p> <p>(a) Hamsters</p>	<p>a. Discuss and evaluate the workers and their jobs at the zoo.</p> <p>(1) How were they doing a good job?</p> <p>(2) How were they courteous?</p> <p>(3) How did they tend to their own business?</p> <p>(4) Were they happy or sad?</p> <p>b. Make a mural depicting people working and playing.</p> <p>c. Draw a picture of yourself performing a favorite task at home.</p> <p>d. View a filmstrip on responsibility (Eye Gate 192F - "Jim Learns Responsibility").</p> <p>e. Make a chart story about the responsibilities we have at home, at school, and in the community.</p> <p>f. Discuss the treatment of others and how this affects us.</p> <p>g. Make a picture dictionary of workers at the zoo.</p> <p>h. Perform tasks in the room that should be performed in recreational centers.</p> <p>i. Interview one of the staff at the zoo or park. Determine what qualities are most desired in such an employee.</p> <p>j. Observe if the employees wore neat clothes or uniforms and if their hair was combed.</p> <p>k. Plan a pet "show and tell" time one day a week.</p>

1. Pupil Activities to Develop Number Concepts (cont.)	2. Pupil Activities to Help Understand Environmental Awareness	3. Pupil Activities to Increase Developing Vocational Awareness (cont.)
<p>k. On a trip to the zoo count the mothers with babies. Observe the number of legs, claws, fins, and paws that are seen.</p> <p>l. Make favorite stand-up animals from clay.</p> <p>m. Recall the workers that were observed at the zoo.</p> <p>n. Describe animals that were <i>on</i>, <i>in</i>, or <i>under</i>.</p> <p>o. Make a chart story describing the rides that went up, those that went around.</p> <p>p. Describe the train and tell how many cars were on the train.</p> <p>q. Talk about the walk over the bridge and describe the water under it.</p> <p>r. Describe the number of ducks in the pond.</p> <p>s. Keep score on number of pins knocked down in bowling game.</p> <p>t. Tell how much money it cost for ice cream or cold drinks on the trip.</p> <p>u. Sing number songs.</p> <p>v. Play dominoes during free-play time. Keep score.</p>	<p>(b) Rabbits</p> <p>(c) Mice</p> <p>(d) Chicks or ducklings</p> <p>(e) Monkeys</p> <p>(3) Cage birds</p> <p>(a) Parakeets</p> <p>(b) Canaries</p> <p>(c) Warblers</p> <p>(d) Mynahs</p> <p>(4) House or yard pets</p> <p>(a) Horse</p> <p>(b) Dog or puppy</p> <p>(c) Kitten</p> <p>g. Make animal puppets (paper sack or sock puppets).</p> <p>h. List the inexpensive amusement parks available to everyone in the community.</p> <p>i. Collect acorns or sycamore balls, dye them with Easter egg dye, and string them for bracelets or necklaces.</p> <p>j. Collect mittens or gloves. Trace the shape of the hand. Color the mittens or gloves.</p> <p>k. Use a mirror to reflect sunlight into the room.</p>	<p>l. Make the following signs seen on a trip, and discuss why it is necessary to obey these signs.</p> <p>(1) Keep Off the Grass</p> <p>(2) One Way</p> <p>(3) Exit</p> <p>(4) Entrance</p> <p>(5) No Parking Any Time</p> <p>m. Pantomime a worker and let the class guess the one portrayed.</p> <p>n. Tape record what was enjoyed most on a trip.</p> <p>o. Play such games as "Spin the Bottle." Have the loser play animal charades.</p> <p>p. Discuss the rules followed on a field trip and why they were necessary.</p> <p>q. Dictate an adventure for an experience chart.</p> <p>r. List inexpensive places to go for fun.</p>



## V. EVALUATIONS

- A. Did the child increase in awareness of various types of activities?
- B. Did the child have the opportunities to compare facilities offered in the community?
- C. Did the child gain in his understanding of the many recreational activities that are available in the home?
- D. Did the child gain in his understanding of the needs for recreation?
- E. Did the child grow in mental and physical health?
- F. Did the child learn to recognize good qualities in other people?
- G. Did the child develop new friends?

## VI. SUGGESTED AUDIO-VISUAL AIDS

### A. Films (Available from Education Service Center, Region XI)

S	77	Animals of the Zoo
K	104	The Beaver
SK	79	Care of Pets
GK	1224	Circus Day
L	635	Exercise Can Be Fun
S	312	Here Comes the Circus
Q	214	I'm No Fool Having Fun
Q	212	I'm No Fool in Water
K	192	I'm No Fool With a Bicycle
LK	109	On Guard for Safety
Q	892	People Are Different and Alike
SK	271	Playground Safety
GK	7069	Safety on the Street
Q	427	Safety With Electricity
GK	717	The White Teddy Bear
Q	844	Zoo Animals of Our Story Books
Q	439	Zoo Baby Animals

B. Filmstrips

Eye Gate Filmstrips

192F Jim Learns Responsibility  
192D Lucy Learns to Share  
192E One Rainy Day  
192G Tony's Summer Vacation  
192B Try, Try Again

Our Manners Series, Young American Films, Inc.

Manners at Home  
Manners in Public  
Manners in School  
Manners When Visiting

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

Adelson, Leone. *All Ready for Summer*, Hale, n.d.

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*, Harcourt, 1958.

Baun, Arline. *One Bright Monday Morning*, Random House, 1962.

Beim, Lorraine. *Two Is a Team*, Harcourt, 1945.

Bryan, Dorothy. *Just Tammie*, Dodd, 1961.

Chandler, Edna Walker. *Cowboy Sam and the Rodeo*, Beckley, n.d.

Child Study Association of America. *Round About the City*, Crowell, 1966.

Cohen, Miriam. *Will I Have a Friend?* Macmillan, 1967.

Harmer, Mabel. *The True Book of Circus*, Children's Press, 1955.

Low, Alice. *Summer*, Random House, 1963.

McCall, Edith S. *The Buttons at the Soap Box Derby*, Benefic Press, 1961.

McCall, Edith S. *The Buttons at the Zoo*, Benefic Press, 1960.

McCall, Edith S. *The Buttons Go Camping*, Benefic Press, 1961.

McGinley, Phylliss. *All Around the Town*, Lippincott, 1948.

Tresselt, Alvin. *White Snow, Bright Snow*, Lothrop, 1947.

# SEASONS AND HOLIDAYS

UNIT IX



## UNIT IX

### SEASONS AND HOLIDAYS

(Suggested Time: 4 weeks or as applicable)

#### I. INTRODUCTION

This unit on seasons and holidays should be used as applicable throughout the school year. The observance may be simple or dramatic depending on the occasion. The following special days are observed during the school year in this community and should be recognized.

- (1) Children's birthdays
- (2) Labor Day
- (3) Halloween
- (4) Circus
- (5) Thanksgiving
- (6) Christmas
- (7) New Year's Day
- (8) Fat Stock Show and Rodeo
- (9) St. Valentine's Day
- (10) Abraham Lincoln's Birthday
- (11) George Washington's Birthday
- (12) Texas Independence Day
- (13) Spring Vacation
- (14) Mother's Day
- (15) Father's Day
- (16) National Independence Day

#### II. OBJECTIVES

- A. To help the child learn about the holidays and why we celebrate them
- B. To develop in the children an understanding of patriotic observances, practices, and customs in our country
- C. To stress safety on all occasions
- D. To encourage the children to express themselves creatively



E. To aid the children in differentiating reality and fantasy

F. To assist the children in developing patriotism toward their country

G. To broaden the children's understanding of the world by pointing out the many holidays which originated in other countries

### III. MOTIVATING ACTIVITIES

A. Rehearse and put on a program over the intercommunication system in the school.

B. Have a parade with each child dressed to represent a holiday, person, or season.

C. Record a fantasy or real story about a holiday and let the children guess which holiday it depicts.

D. Put articles representing a holiday in a paper sack. Let the children feel the objects without looking. Permit them to guess which holiday is represented.

E. Make a dramatic bulletin board using three dimensional figures to represent a holiday.

F. Plan holiday parties.

G. Have snacks applicable to holidays.

H. Dress one child like a clown. Let him give balloons to the children.

I. Present a pantomime play to the school using costumes applicable to a special day.

J. Make and display a rodeo diorama.

K. Make a peephole display of a holiday scene.

L. Make a snowflake mobile.

## IX. SEASONS AND HOLIDAYS

### A. Physical Competencies

1. Pupil Activities to Develop Coordination Skills	2. Pupil Activities to Improve Sensory Skills	3. Pupil Activities to Develop Health and Safety Habits
<p>a. Engage in activities using gross muscles.</p> <ol style="list-style-type: none"> <li>(1) Bob for apples at Halloween.</li> <li>(2) Run with a broom-stick.</li> <li>(3) Dramatize chopping down a cherry tree.</li> <li>(4) Play "Pin the Tail on the Donkey."</li> <li>(5) Decorate a Christmas tree.</li> <li>(6) Play games such as "Drop the Valen-tine."</li> <li>(7) Wrap packages.</li> <li>(8) Make gifts using hand tools.</li> <li>(9) Climb a ladder to help decorate the room for a special occasion.</li> <li>(10) Raise and lower the windows.</li> <li>(11) Lift and move furniture and desks.</li> <li>(12) Learn holiday rhythm exercises.</li> </ol> <p>b. Engage in activities using fine muscles.</p> <ol style="list-style-type: none"> <li>(1) Carve jack-o-lanterns for Halloween.</li> <li>(2) Draw pictures of clowns.</li> <li>(3) Cut out and paste in a book pictures of circus performers.</li> <li>(4) Color pictures depicting different holidays.</li> <li>(5) Make presents for parents.               <ol style="list-style-type: none"> <li>(a) Pot holders</li> <li>(b) Ornaments</li> </ol> </li> </ol>	<p>a. Develop the taste, smell, and tactile senses.</p> <ol style="list-style-type: none"> <li>(1) Roast and eat marshmallows while on a field trip.</li> <li>(2) Roast and eat weiners.</li> <li>(3) Make and eat candied apples.</li> <li>(4) Pop and eat popcorn.</li> <li>(5) Make Christmas fudge or cookies.</li> <li>(6) Make and decorate cracker snacks.</li> <li>(7) Shell and dip pecans in a sugar coating.</li> <li>(8) Stuff dates.</li> <li>(9) Decorate cookies or cake with a paper doily or paper cup.</li> <li>(10) Feel, smell, and taste seasonal fruits.</li> </ol> <p>b. Develop visual skills.</p> <ol style="list-style-type: none"> <li>(1) Identify likes and differences on prepared mimeographed sheets.</li> <li>(2) Cut out magazine pictures depicting seasonal changes.</li> <li>(3) Sort pictures into categories of seasons, holidays or special occasions.</li> <li>(4) Match appropriate picture to words on cards relating to seasons or birthdays.</li> <li>(5) Identify seasonal colors.</li> </ol>	<p>a. Develop health habits.</p> <ol style="list-style-type: none"> <li>(1) Discuss health rules for different occasions.               <ol style="list-style-type: none"> <li>(a) Eat enough but do not gorge.</li> <li>(b) Eat a few sweets only and then only after meals.</li> <li>(c) Avoid highly seasoned foods.</li> <li>(d) Get enough rest.</li> <li>(e) Get plenty of fresh air.</li> <li>(f) Avoid sitting in drafts.</li> <li>(g) Dry hair before going to bed.</li> <li>(h) Wear clothing that is appropriate for the season.</li> </ol> </li> <li>(2) Pantomime a situation with someone sneezing without a facial tissue.</li> </ol> <p>b. Develop safety habits by discussing such safety rules as the following.</p> <ol style="list-style-type: none"> <li>(1) Wear white at night especially during "trick or treat" at Halloween.</li> <li>(2) Carry a flashlight at night.</li> <li>(3) Have a reflector on bicycles.</li> <li>(4) Do not carry or play with matches.</li> <li>(5) Walk carefully on slick surfaces.</li> <li>(6) Walk a safe distance away from animals at the circus.</li> <li>(7) Do not throw objects at people sitting in front of you.</li> </ol>

1. Pupil Activities to Develop Coordination Skills (cont.)	2. Pupil Activities to Improve Sensory Skills (cont.)	3. Pupil Activities to Develop Health and Safety Habits (cont.)
<p>(c) Silhouettes</p> <p>(d) Placemats</p> <p>(e) Plaster of Paris figures</p> <p>(f) Belts</p> <p>(g) Marble earrings</p> <p>(h) Pins</p> <p>(6) Make Valentine sacks.</p> <p>(7) Tie ribbons on packages.</p> <p>(8) Cut out silhouettes of famous people.</p> <p>(9) Make clay turkeys, pumpkins, or other objects representative of special days.</p> <p>(10) String popped corn.</p>	<p>c. Develop auditory skills.</p> <p>(1) Identify sounds relating to holidays from a tape (ghosts, witches, bells).</p> <p>(2) Listen to corn popping and clap each time a kernel pops.</p> <p>(3) Count the number of steps heard while someone is walking.</p> <p>(4) Listen to records about customs and history of holidays.</p> <p>(5) Identify songs for special occasions.</p>	<p>(8) Do not run, push or shove in a crowd.</p> <p>(9) Keep close to an adult or teacher when on a trip.</p> <p>(10) Ask for permission and take an older person to the restroom with you.</p> <p>(11) Use caution in using electric tree lights.</p>

B. Personal and Social Competencies

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development
<p>a. Discuss why the people we remember on special days are famous people.</p> <p>b. Make a chart listing the characteristics of a contented person.</p> <p>c. Name people who are friendly and who seldom get angry and discuss why they are pleasant.</p> <p>d. Mentally put yourself in another's place when he is in trouble. Discuss whether or not you would help him.</p> <p>e. Discuss why clowns are necessary and why they are so popular.</p> <p>f. Role play a clown.</p> <p>g. List on a chart what a frown does to your face and disposition.</p> <p>h. Make a happy-face booklet and list what a smile does for other people.</p> <p>i. Discuss why we have rodeos, stock shows, circuses, and fairs.</p> <p>j. Role play a griping friend or playmate. Discuss how it makes you feel.</p> <p>k. List the friends for which you are thankful.</p> <p>l. List the blessings you have.</p> <p>m. Discuss love and what it is.</p>	<p>a. Sing "Happy Birthday" to classmates on their birthdays.</p> <p>b. Share tickets and refreshments with others.</p> <p>c. Discuss manners to be observed during the circus.</p> <p>d. List for a chart story the proper manners at Thanksgiving time.</p> <p>e. Discuss why we give gifts to those we love.</p> <p>f. Take a field trip to town or to a nearby store to see decorations at Christmas time.</p> <p>g. Make a list of rules to be observed at the circus or at a party.</p> <p>h. Listen to the stories of circus people who move from one city to another. Discuss why you would or would not like this.</p> <p>i. Use clown puppets to illustrate proper ways to be a good citizen at the circus.</p> <p>j. Practice serving food and waiting on other people.</p> <p>k. Discuss why it is better to give than to receive.</p> <p>l. View the filmstrip, "Manners in Public."</p> <p>m. Plan and execute a party.</p>	<p>a. Labor Day Discuss reasons for closing a business on Labor Day.</p> <p>b. Halloween (1) Do finger plays about Halloween. (2) Dictate chart stories about experiences on Halloween. (3) Listen to stories about customs of other states at Halloween time.</p> <p>c. Circus (1) Listen to stories about circus life. (2) Discuss favorite performers. (3) List circus performers on the chalk board. (4) Write an experience story following attendance at the circus. (5) Write a thank-you note to the circus sponsors. (6) pantomime different jobs at the circus.</p> <p>d. Thanksgiving (1) Listen to stories about past and present customs. (2) Bring to class the history of Thanksgiving. (3) Make chart stories about things for which we are thankful.</p>

1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
		<p>e. Christmas</p> <ul style="list-style-type: none"> <li>(1) Listen to stories about Christmas in the United States.</li> <li>(2) Listen to stories about Christmas in other lands.</li> <li>(3) Sing favorite songs of Christmas.</li> <li>(4) Do a choral reading about Christmas.</li> <li>(5) Discuss the <i>real</i> meaning of Christmas.</li> </ul> <p>f. New Year's Day</p> <ul style="list-style-type: none"> <li>(1) Listen to stories about customs.</li> <li>(2) Discuss reason for calendar change.</li> <li>(3) Discuss the baby representing a new year.</li> <li>(4) List resolutions for a chart story.</li> </ul> <p>g. Stock Show and Rodeo</p> <ul style="list-style-type: none"> <li>(1) Listen to stories about rodeo clowns, clothing, ranch animals, and contests.</li> <li>(2) Listen to stories about the rodeo.</li> <li>(3) Make a rodeo book.</li> </ul> <p>h. St. Valentine's Day</p> <ul style="list-style-type: none"> <li>(1) Listen to stories about various customs.</li> <li>(2) Sing Valentine songs.</li> <li>(3) Discuss Valentine symbols such as cupid, heart, flowers, and lace.</li> </ul>

1. Pupil Activities to Promote Mental Health	2. Pupil Activities to Provide Opportunity for Social Development	3. Pupil Activities to Provide Language Development (cont.)
		<p>(4) Learn a Valentine poem.</p> <p>i. Abraham Lincoln's Birthday</p> <p>(1) Listen to stories about Lincoln.</p> <p>(2) Compare Lincoln with other famous people.</p> <p>(3) Discuss contributions of Abraham Lincoln to democracy.</p> <p>j. George Washington's Birthday</p> <p>(1) Listen to stories about George Washington.</p> <p>(2) Give a play to classmates or school (pantomime to a tape).</p> <p>(3) Talk about the legend of the cherry tree.</p> <p>k. Texas Independence Day</p> <p>(1) Listen to stories about Texas Independence Day.</p> <p>(2) Discuss the Alamo, San Jacinto Battlegrounds, and other Texas Republic symbols.</p> <p>(3) List Texas heroes on a chart.</p> <p>l. Spring Vacation</p> <p>(1) Listen to stories about Easter.</p> <p>(2) Discuss the religious meaning of Easter to Christians.</p> <p>(3) Discuss the Jewish observance of the Passover.</p> <p>(4) Talk about the customs in other lands.</p>



1. Pupil Activities to Promote Mental Health (cont.)	2. Pupil Activities to Provide Opportunity for Social Development (cont.)	3. Pupil Activities to Provide Language Development (cont.)
		<p>m. Mothers' Day</p> <p>(1) Discuss why we observe Mothers' Day.</p> <p>(2) List the many things mothers do for their children.</p>

### C. Vocational Competencies

1. Pupil Activities to Develop Number Concepts	2. Pupil Activities to Help Understand the Environment	3. Pupil Activities to Develop Vocational Attitudes and Habits
<p>a. Mark the calendar indicating birthdays of classmates.</p> <p>b. Count the months and days until the next holiday or event.</p> <p>c. Count the pumpkin seeds obtained from making a jack-o-lantern.</p> <p>d. Plant pumpkin seeds and count the number of plant which come up.</p> <p>e. Mark the calendar after planting the seeds to observe the number of days until vines appear.</p> <p>f. Count Christmas ornaments and compare sizes--large-small, slender-fat, high-low, long-short, rough-smooth, light-dark, and bright-dull.</p> <p>g. Make snowflakes and count the points.</p> <p>h. Make bows for presents and compare ribbons and paper with the color chart.</p> <p>i. Count the number of clowns at the circus or rodeo.</p> <p>j. Observe the size of the clowns and other performers there. Describe the ones that you remember.</p> <p>k. Practice being lost in line. Discuss why the line leader should be first.</p> <p>l. Recall how many lions, horses, dogs, and trapeze artists that were seen at the circus.</p> <p>m. Use the chalkboard and add the cost of each ticket used. How much was spent? Was that very much?</p>	<p>a. Discuss and list the events that happen in the fall.</p> <p>(1) Halloween - October 31st</p> <p>(2) Veterans' Day - November 11</p> <p>(3) Circus - November</p> <p>(4) Thanksgiving Day - last Thursday in November.</p> <p>b. Discuss and list the events that happen in the winter.</p> <p>(1) Christmas - December 25</p> <p>(2) New Year's Day - January 1</p> <p>(3) Stock Show and Rodeo - last week in January</p> <p>(4) St. Valentine's Day - February 14</p> <p>(5) Abraham Lincoln's Birthday, February 12</p> <p>(6) George Washington's Birthday, February 22</p> <p>(7) Texas Independence Day - March 2</p> <p>c. Discuss the events that happen in the spring.</p> <p>(1) Spring Vacation</p> <p>(2) Mother's Day - second Sunday in May</p> <p>d. Discuss the events that happen in the summer.</p>	<p>a. Discuss the importance of keeping tickets and money in a safe place so they will not be lost.</p> <p>b. Make a birthday card for mother with several tickets included for a task that will be performed when presented. For example, "This ticket is good for washing dishes." "This ticket is good for carrying out the trash."</p> <p>c. Discuss the people you know who are happy in their work or who sing or whistle when they work.</p> <p>d. Sing "Just Whistle While You Work" from <i>Snow White and the Seven Dwarfs</i>.</p> <p>e. List the jobs that were performed at the circus or stock show. Discuss what skills were needed.</p> <p>f. Listen to stories about <i>Cowboy Sam</i> and his ranch hands. Discuss the importance of everyone's doing his share of work.</p> <p>g. Make a mural depicting circus performers working.</p> <p>h. Tape reactions to the animals' working.</p> <p>i. Use puppets to express why it is necessary to be on time for a performance or a job.</p> <p>j. List the ways to keep a job by helping the employer.</p>

1. Pupil Activities to Develop number Concepts (cont.)	2. Pupil Activities to Help Understand the Environment (cont.)	3. Pupil Activities to Develop Vocational Attitudes and Habits (cont.)
<p>n. Discuss how many sacks of popcorn and peanuts were eaten by the class.</p> <p>o. Compare the cost of a sack of popcorn with that of a can of corn; a bottle of soda with a loaf of bread.</p>	<p>(1) Vacation Time</p> <p>(2) Father's Day - third Sunday in June</p> <p>(3) Independence Day - July 4</p> <p>(4) Labor Day - first Monday in September</p> <p>f. Make chart stories about the above events and draw pictures to illustrate.</p> <p>g. Make a personal calendar each month and mark important days and birthdays. Mark off each day as it passes.</p> <p>h. Discuss and illustrate the kinds of clothes worn and seasonal foods for holidays.</p>	

## V. EVALUATIONS

- A. Did the child understand how and why we celebrate the holidays and special days?
- B. Did the child improve in his appreciation for our patriotic observances, practices, and customs?
- C. Were there improved reactions to the traditions of our country?
- D. Did the child improve his safety habits?
- E. Did the child exhibit more dramatic play and creative expression?
- F. Did the child learn to differentiate reality and fantasy?
- G. Did the child show a deeper patriotism for his country?
- H. Did the child learn that many of our holidays and celebrations had their beginning in other countries?
- I. Did the child develop further personal and social skills?
- J. Was each child recognized at birthday time?

## VI. SUGGESTED AUDIO-VISUAL AIDS

- A. Films (available from Education Service Center, Region XI)

S	396	Baby Animals
L	157	Circus Day in Our Town
S	900	Clyde Beatty's Animal Thrills
L	188	George Washington
S	312	Here Comes the Circus

- B. Filmstrip

Manners in Public (The Manners Series)

C. Audio Tapes (Listening and Singing)

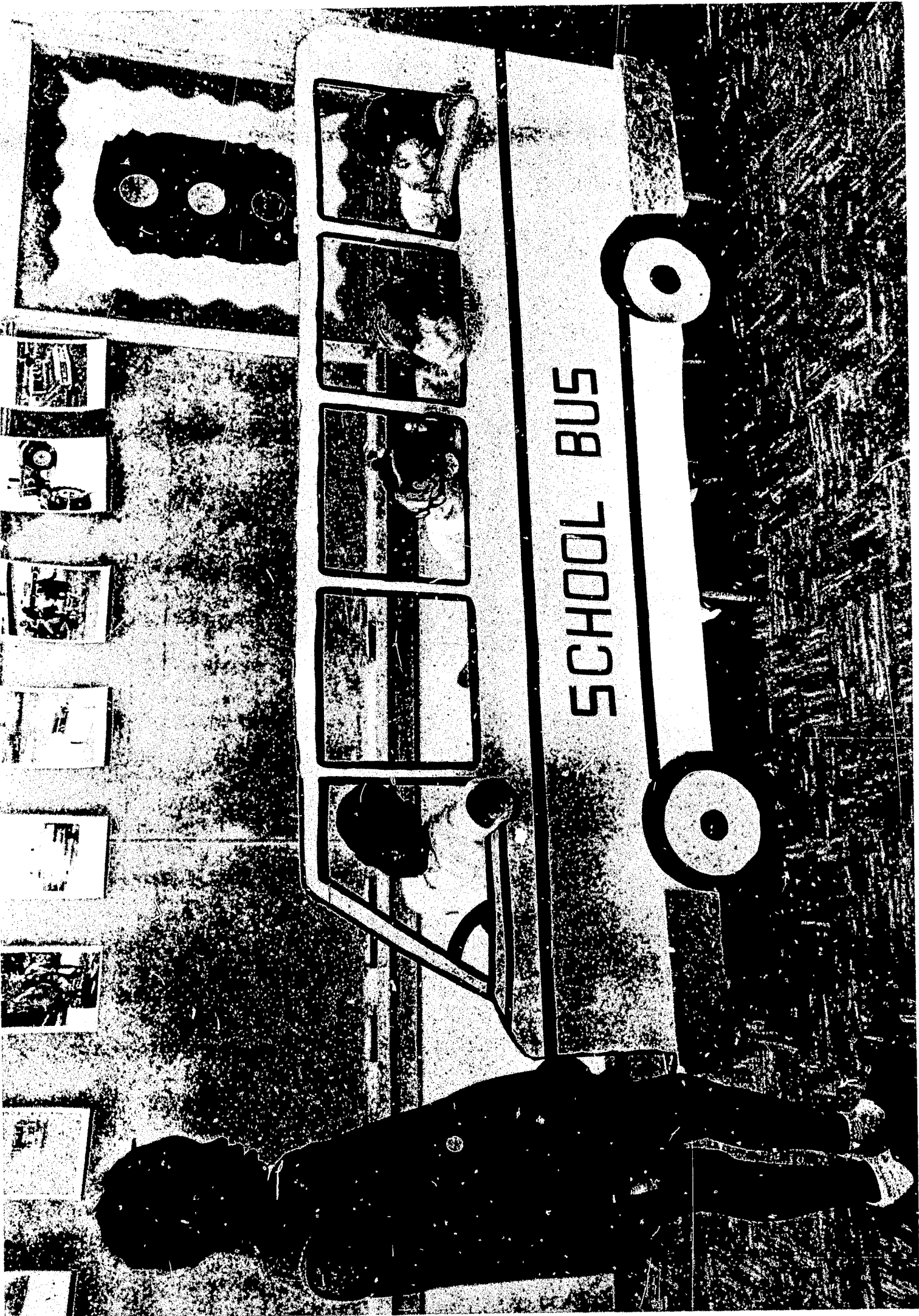
- 182-15 A Song of Thanksgiving
- 186-15 Around the Christmas Tree
- 1429-15 Easter Time
- 196-15 Our Friends in The Zoo
- 180-15 Witches, Bats and Big Black Cats

VII. SUGGESTED BOOKS AND STORIES FOR CHILDREN

- Adelson, Leone. *All Ready for Summer*, McKay, 1956.
- Adelson, Leone. *All Ready for Winter*, McKay, 1952.
- Ardizzone, Edward. *Paul, the Hero of the Fire*, Walck, 1963.
- Austin, Margot. *Barney's Adventure*, Dutton, 1941.
- Baker, Laura Nelson. *The Friendly Beasts*, Parnassus, 1957.
- Balian, Lorna. *Hambug Witch*, Abingdon, 1965.
- Baum, Arline. *One Bright Monday Morning*, Random, 1962.
- Blough, Glenn. *Wait for the Sunshine*, McGraw, n.d.
- Bright, Robert. *George's Halloween*, Doubleday, 1958.
- Darby, Gene. *What Is a Season*, Benefic Press, 1959.
- Duvoisin, Roger. *House of Four Seasons*, Lanthrop, 1956.
- Goldberg, Martha. *Wait for the Rain*, Holiday House, 1952.
- Harmer, Mabel. *The True Book of the Circus*, Children's Press, 1955.
- Lenski, Lois. *Now It's Fall*, Oxford, 1948.

- Lenski, Lois. *Spring Is Here*, Walck, 1945.
- McGovern, Ann. *Why It's a Holiday*, Random House, 1960.
- Podendorf, Illa. *The True Book of Seasons*, Children's Press, 1955.
- Purcell, John W. *The True Book of Holidays*, Children's Press, 1955.
- Shapp, Martha. *Let's Find Out About Winter*, Watts, 1963.
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- Shapp, Martha. *Let's Find Out About Spring*, Watts, 1963.
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#### D. Filmstrips

1. The following filmstrips are from the List of Equipment and Supplies for E. M. R., Department of Special Education, Fort Worth Public Schools.

a. Filmstrip: Encyclopaedia Britannica

#8990 Going Downtown

#8990 Going Places

#8990 Going Shopping

#8990 Going to the Country

#8990 Going to the Zoo

#7660 Keeping Clean and Neat

#7660 Neighborhood Workers

#7640 Play Safety

#8990 Playing Community Helpers

#7640 Safety Helpers

b. Filmstrips: Eye Gate

# 34I Good Manners at School

# 34H Good Manners on the Street and Public Conveyances

#192 Little Things That Count (Set of 8 filmstrips)

#192B Lucy Learns to Share

# 24 Our Flag and Our Country (Set of 4 color filmstrips, 2 records, and Teacher's Manual.)

# 96 Our Neighborhood Workers (Set of 9.)

#192H Please is a Good Word

# 29D Right Clothes Help Health

# 29G Right Foods Help Health

# 34B Table Manners

#192D Try, Try, Again

# 34A Why Have Good Manners

c. Filmstrips: McGraw-Hill

289000 Building Good Work Habits (Set of 6 filmstrips and 6 records.)

401860 Primary Grade Art Series

Clay Modeling (L.C.FiA52-1847)

Cutting and Pasting (L.C.FiA52-1844)

Drawing (L.C.FiA52-1842)

Finger Painting (L.C.FiA52-1846)

Painting (L.C.FiA52-1846)

Water Coloring (L.C.FiA52-1845)



404150 Growing in Citizenship Series

A Good Citizen Cooperates with Others

A Good Citizen Grows in Responsibility

A Good Citizen Is Well Informed

A Good Citizen Lives Honestly

A Good Citizen Obeys Rules and Laws

A Good Citizen Respects Property

2. Check your school filmstrip cabinet for other suitable filmstrips to use with the units.

E. Records

1. The following records are from the Equipment and Supply List, Special Education Department, Fort Worth Public School.

Basic Concepts Through Dance, EALP #601 (Body Image)

Concept Record, Volume I

Concept Record, Volume II

Concept Record, Volume III

Communities and Community Helpers, CL#11

Creative Rhythms (24), Action and Imitative, RRC-103

Dance Record Without Partners, RRC-1303

The First Talking Alphabet

The Five Senses, CL#9

Honor Your Partner, Album X (Folk Dances, Play Party, Games, Singing)

Intermediate Physical Fitness, RRC-903

Listening Time #1, RB-3835

Music for Exceptional Children #1

Music for Exceptional Children #2

Physical Fitness for Primary Children, RRC-803

Reading and Number Readiness, RRC-203

Rest Land Time, RRC-1503

Rhythm Time #1, RB-3841

The Second Talking Alphabet

Sing a Song of Home, Neighborhood, and Community, RB-3826

Singing Games #1, RB-3845

Songs for Children with Special Needs, RB-3828

Sounds I Can Hear

2. The following records are not on the list of supplies.

Pathways to Phonic Skills, Volume I, LL-3

Rhythm Record--Creative Rhythms, RRC-2103

Rhythm Record--Dance Steps-Dances, RRC-1303

Rhythm Record--Hand Rhythms RRC-2203

Rhythm Record--Modern Mother Goose, RRC-3103

Rhythm Record--Preschool Activities, RRC-1703

Rhythm Record--Rhythm Band, RRC-2003

Rhythm Record--Words and Movement, RRC-1203

#### F. Pamphlets

*Hello World*, The President's Commission on Mental Retardation, Washington, D.C., U.S.C.P.O., 1968.

*Catalog of the Media Lending Library*, Education Service Center, Region XI, 2821 Cullen Street, Fort Worth, Texas 76107.

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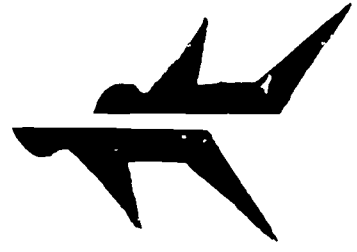
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# APPENDIX

PART FOUR



## EVALUATION STANDARDS

Competency	*Level of Competency		
	Acquired Before Entry	Attempts	Accomplishes with Assistance
Accomplishes Independently			
I. READINESS			
A. Sees likeness and difference in objects			
B. Finds differences in near and alike objects			
C. Sees likeness and difference in single pictured concrete objects			
D. Matches double pictured concrete object cards			
E. Matches triple pictured concrete object cards			
F. Reads pictures from left to right			
G. Recognizes primary colors			
H. Recognizes secondary colors			
I. Can sort cards of primary and secondary colors			
J. Matches abstract figures with a color clue			
K. Can work simple form boards			
L. Can see size and shape relationship between objects			
M. Finds missing parts of objects			
N. Sorts category cards of objects or people			

\*Insert the date each level of competency is achieved.

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
O. Recognizes own name on labels				
P. Matches abstract single symbols				
Q. Builds own name with magnetic letters				
R. Can take simple direction				
S. Can take short series of directions concerning art work				
T. Can see functional connection between objects (concrete or pictured)				
U. Has learned several nursery rhymes, songs, finger plays				
V. Can participate in story telling to best of his oral ability				
W. Can observe and remember items in a picture				
X. Tells familiar stories using aids, pictures, or figures				
Y. Participates in dramatizing familiar stories				
II. PARTICIPATION				
A. Initiates sharing				
B. Initiates taking turns				
C. Initiates cooperative situations				
D. Speech and behavior are socially acceptable				
E. Initiates and contributes to group activities				



Competency	*Level of Competency		
	Acquired Before Entry	Attempts	Accomplishes with Assistance
Accomplishes Independently			
III. ACCEPTING RESPONSIBILITY			
A. Conforms to prescribed limitations of physical environment			
B. Willingly follows and completes directions			
C. Respects his own and others' property			
D. Makes simple choice when occasion arises			
E. Starts and completes tasks without supervision			
IV. SELF CARE			
A. Washes and dries well and leaves room neat			
B. Independent in caring for toilet needs			
C. Remembers to brush teeth			
D. Uses fountain and drinking utensils properly			
E. Always combs hair neatly and independently			
V. PERSONAL ROUTINES AND SAFETY			
A. Dresses self independently including zipping, buttoning, and buckling			
B. Takes jackets and coats off independently			
C. Eats neatly and quietly using utensils skillfully			
D. Cares for materials and uses them safely			

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
VI. PREPARING FOR LUNCH				
A. Independently prepares for lunch				
B. Lines up with group				
C. Does what he is told				
D. Cleans the table when he has finished				
VII. CLEANING				
A. Washes and dries toy eating utensils				
B. Can sweep an area well, sweeping dust into a pan				
C. Removes necessary objects and dusts well				
VIII. RUNNING ERRANDS				
A. Carries note and can execute errand anywhere in building				
B. Answers door properly, opens door when visitor leaves, and says goodbye				
IX. LANGUAGE DEVELOPMENT				
A. Sustains attention, relates, and recalls sequence of events				
B. Comprehends and responds to verbal statements or instructions				
C. Uses social words meaningfully and spontaneously				
D. Forms and completes intelligible sentences				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
E. Tells a story without assistance				
F. Prints name without assistance				
G. Understands meaning of symbols to 10-- 1-2-3-4-5-6-7-8-9-10				
H. Tells time by hour or half hour				
I. Responds with proper action to safety signs				
X. MUSIC DEVELOPMENT				
A. Always listens readily and attentively to music				
B. Can sing a complete melody				
C. Uses body to interpret all types of rhythms				
D. Plays willingly all musical instruments with the group				
XI. ARTS AND CRAFTS				
A. Can draw a meaningful picture				
B. Can use many colors attractively in a composition				
C. Creates many designs with finger paint				
D. Cuts, folds, and pastes paper independently				
E. Creates recognizable objects from clay				
F. Can lace, string, braid, or weave				

Competency	*Level of Competency			
	Acquired Before Entry	Attempts	Accomplishes with Assistance	Accomplishes Independently
XII. GROSS MUSCLE ACTIVITIES				
A. Has skill in walking, marching, galloping, running, hopping, and skipping				
B. Can jump and bend properly				
C. Has skill in rolling, bouncing, throwing, catching, and kicking				
D. Has skill and coordination in pulling, pushing, lifting, and carrying				
E. Uses all tools properly, skillfully, and safely				
XIII. SMALLER OR FINE MUSCULAR ACTIVITIES				
A. Can produce recognizable results when folding, pasting, modeling, or painting				
B. Can lace, zip, button, unbutton, snap, and buckle				
C. Can use tools well				

APPENDIX B

PARENTS' PERMISSION FOR FIELD TRIPS

Special Education Class School _____, 19____	_____ has my permission to go on all field trips (Name of child) and/or short excursions at any time during the school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent any accident. I understand, however, that neither the _____ School nor the _____ School District can assume responsibility for any accident involving my child while on the excursion. _____ (Parent's Signature)
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It is wise to secure permission from the parents for such outings and field trips. The most feasible way is to ask the parent to grant a blanket permission for all such excursions to be made during the year. This suggested form may be used.